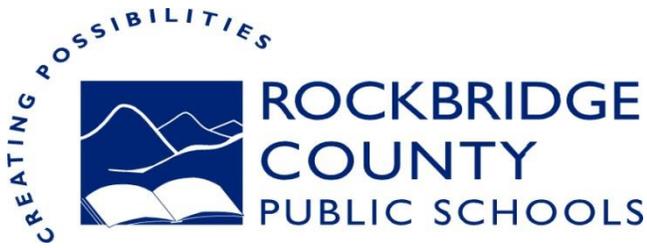


ROCKBRIDGE COUNTY HIGH SCHOOL



Program of Studies

2017-2018



Dear Student(s):

Congratulations on your decision to become a high school graduate. We value the promise in each of you and pledge to support your personal ambitions. We trust that each of you will make informed decisions to stretch your potential as we carefully guide you through the class registration process.

As you begin to prepare for the 2017-2018 school year, please allow me the opportunity to share some important information that may influence your scheduling decisions. First, RCHS will continue to stress the importance of enrollment in the Honors, Dual Enrollment, and Advanced Placement (AP) curricula. These advanced learning options have proven to serve as a reliable barometer for predicting success in college studies beyond high school. Although we highly encourage more students to engage in these advanced learning curricula to bolster their profiles for college admission, students must adhere to rigorous academic standards and expectations (critical thinking, analytical writing, and innovative projects). Students entering high school in the ninth grade beginning 2013-2014 must earn a board-approved career and technical education credential to graduate with a standard diploma. As a result, school counselors are directed to develop and monitor ninth grade career plans to best ensure student awareness and accountability.

Please be mindful that colleges and universities are becoming more selective in the admissions process by seeking candidates who enroll in the most rigorous curricula in their high school. To this end, be conscientious about your course selections, as each decision should be aligned with your desired goals and aspirations.

Most importantly, be inspired by the remarkable opportunities that stand before you. Remember, "Success always comes when preparation meets opportunity." School counselors will be guiding each student through the course selection process and assisting each student in making salient decisions about their career and college choices. It has been often understated, "A goal without a plan is only a wish."

Always proud to serve you,

Haywood M. Hand, Jr., Principal

MISSION STATEMENT

Rockbridge County High School encourages its students to develop intellectually, socially, and physically, so that each student will become a contributing citizen to our school, community, nation, and global society.

BELIEFS

The community, parents, staff, and students of Rockbridge County High School believe:

- Learning is a lifelong process.
- A positive school environment energizes student performance.
- Student learning increases through working with people who come from different backgrounds, solving real world problems, and understanding the global context of current occupational preparation.
- Exemplary student and staff performance develops through setting individual learning goals, identifying means of meeting those goals, and assessing progress toward established goals.
- Members of the learning community are models for setting high personal expectations, creating excitement about learning, valuing diversity, encouraging colleagues and students, sharing best practices, utilizing big picture thinking, and demonstrating skills.
- Administrators provide leadership through broad staff and student involvement in the following areas: assessing school climate, identifying strategies to improve student performance, and collaborating with parents and community organizations.
- Schools excel through strong connections to parents and the larger community.

DECLARATION OF NON-DISCRIMINATION

The Rockbridge County Public School Division does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination process.

Assistant Superintendent
2893 Collierstown Road, Lexington, VA 24450
540-463-7386

Director of Special Education
2893 Collierstown Road, Lexington, VA 24450
540-463-7386

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves in your areas, or call 1-800-421-3481.

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USING THE PROGRAM OF STUDIES

The purpose of the Program of Studies is to describe programs and courses offered at Rockbridge County High School. You will find descriptions of courses offered in grades 9-12 grouped by discipline. Grade level designations represent the grade at which most students take the course described. Exceptions to the stated grade levels may be made to meet the educational needs of an individual student. The purpose of this guide is to assist parents/guardians and students with both long-range program planning as well as selecting courses for the next year. Prerequisites are important to keep in mind in this planning process. Individual aptitudes, interests and diploma requirements all play an important role in making course selections that lead to fulfillment of personal, educational and career goals. Parents/guardians are asked to review the Program of Studies with their children.

Every RCHS student has an Academic and Career Plan on file with his or her school counselor. Students begin mapping out their high school and future plans with this document during their seventh grade year. High school counselors review the Academic and Career Plans with students and parents/guardians annually during course selection as goals change and new interests develop.

COURSE SELECTION / REGISTRATION PROCESS

At the beginning of second semester, school counselors will begin meeting with all students to select courses for the following school year. Students who fail to register will have course selections made by school counseling staff. Parents/guardians are encouraged to participate in this important process. Students and parents/guardians should carefully consider diploma requirements, the student's abilities and interests, past academic performance, career goals, and teacher recommendations. Parents/guardians are encouraged to contact their child's school counselor to discuss student career goals, course selections and student academic achievement.

During the meeting with their counselor, students will be asked to provide a selection of alternative elective options that counselors will assign to students in the event that they cannot be enrolled in their first choice electives.

The registration deadline for all students is the last day of school of the previous year. After that date, course selection changes will be made only under the following circumstances:

- Failure of a course which is a prerequisite for a selected course
- Failure of a course which is a graduation requirement
- Completion of a selected course in summer school
- Change in diploma type
- Grouping adjustments/balancing of classes by counselors or administration, or due to low enrollment.
- Recommendation of screening and/or eligibility committee
- Clerical error
- Students may be removed from a non-required elective course to be placed in a course for credit recovery

DROP/ADD PERIOD

The Drop/Add period allows students to adjust their schedules to meet their interests and academic needs. The Drop/Add period occurs during the first two weeks of the first semester and the first week of the second semester (for semester courses). All requests to drop a class are initiated by contacting the student's counselor and completing a written request form available in the counseling office. Every effort will be made to allow students to be in their requested courses; however, these requests will only be approved when there is available space in an alternate class. Therefore it is important for students to carefully consider the courses they register for in the spring. Students and parents/guardians may meet with teachers and counselors to discuss changing the placement level of a course at any time throughout the school year.

COURSE WITHDRAWAL POLICY

After the conclusion of the add/drop periods, decisions to allow students to drop a course are made on a case-by-case basis by administration. If a student drops a course after the first ten days of the school year (or first ten days of the semester for a semester course), a WP (withdrawn passing) or WF (withdrawn failing) may be recorded on the student's transcript based on the student's grade in the course. The WF will be calculated into the student's grade point average.

Reasonable effort will be made to assist students experiencing difficulty in a class. Students, parents/guardians, and teachers will make every effort to work together to meet students' academic needs. Dropping a course after the drop/add period ends will be considered on an individual basis and requires completion of a written request and the approval of an administrator.

GRADUATION REQUIREMENTS

To graduate from high school, a student will meet the minimum requirements set forth by the Virginia Department of Education

REQUIREMENTS FOR A STANDARD DIPLOMA

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education. Your school counselor can advise on available courses to fulfill the requirements for the Standard Diploma.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must also:

- Earn a board-approved career and technical education credential to graduate with a Standard Diploma
- Successfully complete one virtual course, which may be non-credit bearing.

Discipline Area	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: effective for first-time ninth graders in 2003-2004 and beyond
English	4	2
Mathematics [Note 1]	3	1
Laboratory Science [Notes 2 & 6]	3	1
History & Social Sciences [Notes 3 & 6]	3	1
Health & Physical Education	2	
Foreign Lang, Fine Arts or CTE [Note 7]	2	
Economics and Personal Finance	1	
Electives [Note 4]	4	
Student Selected Test [Note 5]		1
Total	22	6

NOTE 1 - For students entering the ninth grade for the first time in 2011-2012 and beyond: Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

NOTE 2 - For students entering the ninth grade for the first time in 2011-2012 and beyond: Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

NOTE 3 - For students entering the ninth grade for the first time in 2011-2012 and beyond: Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

NOTE 4 - Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

NOTE 5 - For students entering the ninth grade for the first time in 2011-2012 and beyond: A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

NOTE 6 - Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

NOTE 7 - For students entering the ninth grade for the first time in 2011-2012 and beyond: Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

ELECTIVES

Sequential Electives – Effective with the graduating class of 2003, students who wish to receive a Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved [Guidelines for Sequential Electives for the Standard and Modified Standard Diploma](#) (PDF).

- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives, check with the Office of Career and Technical Education at (804) 225-2051.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.

Fine Arts and Career and Technical Education – The Standard and Advanced Studies Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

STANDARD DIPLOMA CREDIT ACCOMMODATIONS

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma. A student's transcript would not reflect the use of credit accommodations.

Credit accommodations are determined by the IEP team or 504 committee at any point after the student's eighth-grade year. The school must secure the informed written consent of the parent/guardian and the student to choose credit accommodations after a review of the student's academic record and full disclosure of the student's options. IEPs and 504 plans must specify which credit accommodations are allowed and under what circumstances.

A student must meet the following criteria to be eligible for Standard Diploma credit accommodations:

- The student must have a current IEP or 504 plan with standards-based content goals.
- The student must have a disability that precludes him or her from meeting grade-level expectations but is learning on-grade-level content.
- The student must need significant instructional supports to access grade-level SOL content and to show progress.
- The student, based on multiple objective measures of past performance, might not be expected to achieve the required units of credit within the standard time frame.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma.

Credit accommodations are not available for the Advanced Studies Diploma.

REQUIREMENTS FOR AN ADVANCED STUDIES DIPLOMA

To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit and at least nine verified units of credit. Your school counselor can advise on available courses to fulfill the requirements for the Advanced Studies Diploma.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

Discipline Area	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: effective for first-time ninth graders in 2003-2004 and beyond
English	4	2
Mathematics [Note 1]	4	2
Laboratory Science [Note 2]	4	2
History & Social Sciences [Note 3]	4	2
Foreign Languages [Note 4]	3	
Health & Physical Education	2	
Fine Arts or CTE	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test [Note 5]		1
Total	26	9

NOTE 1 - For students entering the ninth grade for the first time in 2011-2012 and beyond: Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

NOTE 2 - For students entering the ninth grade for the first time in 2011-2012 and beyond: Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

NOTE 3 - For students entering the ninth grade for the first time in 2011-2012 and beyond: Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

NOTE 4 - Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

NOTE 5 - For students entering the ninth grade for the first time in 2011-2012 and beyond: A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

ELECTIVES

Fine Arts and Career and Technical Education – The Standard and Advanced Studies Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

Foreign Language—the Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. Details of this action are available in: [Superintendent's Memo](#), Interpretive, #1, June 12, 1998.

REQUIREMENTS FOR OTHER DIPLOMAS AND CERTIFICATES

REQUIREMENTS FOR AN APPLIED STUDIES DIPLOMA

The Applied Studies Diploma will be available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements for other diplomas. These students are not ranked.

GENERAL EDUCATIONAL DEVELOPMENT CERTIFICATES (GED)

An applicant must be at least 18 years of age and not currently enrolled in public education or otherwise meeting the school attendance requirements set forth in the Code of Virginia. Under special circumstances the age limit may be lowered to sixteen years for applicants (1) who have been instructed by their parents in their home ***and*** who have successfully completed such home instruction; (2) who have been excused from school attendance; (3) for whom an Individual Student Alternative Education Plan (ISAEP) has been granted; (4) who have been expelled from school; or (6) who are required by court order to participate in the GED testing program. Under no circumstances is an individual under the age of sixteen eligible for testing.

Students and parents/guardians may find out more about the GED and ISAEP by speaking with the student's counselor, the Coordinator for Student Services, or administrator.

CERTIFICATE OF PROGRAM COMPLETION

Students who successfully complete all academic coursework required for either the Standard or Advanced Studies Diplomas, but who have not yet obtained the necessary verified credits required by the state for the awarding of a diploma. Students who are awarded a Certificate of Program Completion may continue to take the SOL tests needed to upgrade their certificate to a diploma. *Students who have not yet completed all graduation requirements will not be permitted to participate in the graduation ceremony.*

REQUIREMENTS FOR DIPLOMA SEALS

Please see the information below for information about receiving each of the VDOE Diploma Seals. It is the student's responsibility to inform their school counselor and/or the school registrar that they meet the following qualifications necessary to receive each seal. An application or signed agreement may also be required.

BOARD OF EDUCATION SEAL

Students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with a final grade point average of "A" (4.0) or better at the end of their senior year will receive a Board of Education Seal on the diploma.

GOVERNOR'S SEAL

Students who complete the requirements for the Advanced Studies Diploma with an average of "B" (3.0) or better and successfully complete college-level coursework that will earn the student at least nine transferable college credits through Advanced Placement or Dual Enrollment courses shall receive the Governor's Seal on the diploma.

BOARD OF EDUCATION CAREER & TECHNICAL EDUCATION SEAL

The Board of Education's Career and Technical Education Seal will be awarded to students who:

- Earn a Standard Diploma or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses
- OR pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade, or professional association
- OR acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

BOARD OF EDUCATION'S ADVANCED MATHEMATICS AND TECHNOLOGY SEAL

This seal will be awarded to students who earn either a Standard Diploma or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either

- Pass an examination in a career and technical education field that confers certification from a recognized industry, trade or professional association
- OR acquire a professional license in a career and technical education field from the Commonwealth of Virginia
- OR pass an examination approved by the board that confers college-level credit in a technology or computer science area.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

BOARD OF EDUCATION'S EXCELLENCE IN CIVICS EDUCATION SEAL

This seal will be awarded to students who meet each of the following four criteria:

- Satisfy the requirement to earn a Standard Diploma or an Advanced Studies Diploma
- Complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher
- Complete 50 hours of voluntary participation in community service or extracurricular activities, such as:
 - Volunteering for a charitable or religious organization that provides services to the poor, sick, or less fortunate;
 - Participating in Boy Scouts, Girl Scouts, or similar youth organizations;
 - Participating in political campaigns or government internships, Boys State, Girls State, or Model General Assembly;
 - Participating in school-sponsored extracurricular activities that have a civics focus.
 - Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.
- Have good attendance and no disciplinary infractions as determined by local school board policies.

BOARD OF EDUCATION'S SEAL OF BILITERACY

The Board of Education's Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school student in one or more languages in addition to English, and certifies that the graduate meets of the following criteria:

- The Board of Education's Seal of Biliteracy will be awarded to students who earn either a Board of Education-approved diploma and (i) pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level; and (ii) be proficient at the intermediate-mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction.
- For purposes of this article, "foreign language" means a language other than English, and includes American Sign Language.

EARLY COLLEGE SCHOLARS PROGRAM

The Early College Scholars Program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. The result is a more productive senior year and a substantial reduction in college tuition. Students earning a college degree in seven semesters instead of eight can save an average of \$5,000 in expenses.

To qualify for the Early College Scholars Program, a student must:

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma; and
- Take and complete college-level course work (AP or Dual Enrollment) that will earn at least 15 transferrable college credits.

Participating students sign an Early College Scholars Agreement, which is available online and in the RCHS School Counseling office. The agreement is also signed by the student's parents or guardians, principal, and school counselor. Students who meet the terms of the agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor.

ENROLLMENT GUIDELINES FOR TRANSFER STUDENTS

Once RCHS has received records from the previous school, the assigned counselor will call to schedule a registration appointment. To the extent possible, students who transfer in the middle of an academic year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings at RCHS, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be given the opportunity to enroll in an alternate course that will not result in the denial of credit to the extent practical in the school setting; for example, if the student can “catch up” in the class or perform adequately without having completed the first part of the class. Determinations of credit for transfer students will be based on a review of individual circumstances. RCHS does not guarantee course credit if a student is unable to complete a course due to a transfer.

Students transferring from a public or non-public school will receive credit for all courses approved by the sending school and will be included in class rank only if they will have attended RCHS for three out of the last four semesters. RCHS may adjust students’ grades to align with the RCHS grading scale and weighting policy. Students will receive weighted credits for courses designated by the sending school as Honors only if a comparable course is designated Honors at RCHS. Students will receive weighted credits for all AP courses taken at their sending school even if the course is not offered at RCHS.

FIRST-TIME TRANSFERS TO A VIRGINIA PUBLIC SCHOOL

Course/Credit Graduation Requirements – in compliance with 8VAC 20-131-60 – for a student transferring into a Virginia public school for the first time in grades 9-12, graduation requirements depend on the grade the student is transferring into and when in the school year the student is transferring. A student is considered to have transferred at the **beginning** of the school year if 20 or fewer hours of instruction have been completed. A student is considered to have transferred **during** the school year if more than 20 hours of instruction has been completed.

VERIFIED CREDIT REQUIREMENTS FOR TRANSFER STUDENTS

Grade Upon Enrolling	Standard Diploma Required SOL Verified Credits
9 th Grade	6 Verified Credits (2 English, 1 Math, 1 Social Studies, 1 Science + 1 Student Selected)
Beginning 10 th	6 Verified Credits (2 English, 1 Math, 1 Social Studies, 1 Science + 1 Student Selected)
During 10 th	4 Verified Credits (1 English, 1 Math, 1 Social Studies, 1 Science)
Beginning 11 th	4 Verified Credits (1 English, 1 Math, 1 Social Studies, 1 Science)
During 11 th	2 Verified Credits (1 English + 1 Student Selected)
Beginning 12 th	2 Verified Credits (1 English + 1 Student Selected)
During 12 th	Student must be given every opportunity to earn a diploma; if this is not possible, the school division should arrange to have the previous school award the diploma or seek a waiver of the verified credit requirement from VDOE.

Grade Upon Enrolling	Advanced Studies Diploma Required SOL Verified Credits
9 th Grade	9 Verified Credits (2 English, 2 Math, 2 Social Studies, 2 Science + 1 Student Selected)
Beginning 10 th	9 Verified Credits (2 English, 2 Math, 2 Social Studies, 2 Science + 1 Student Selected)
During 10 th	6 Verified Credits (2 English, 1 Math, 1 Social Studies, 1 Science + 1 Student Selected)
Beginning 11 th	6 Verified Credits (2 English, 1 Math, 1 Social Studies, 1 Science + 1 Student Selected)
During 11 th	4 Verified Credits (1 English + 3 Student Selected)
Beginning 12 th	4 Verified Credits (1 English + 3 Student Selected)
During 12 th	Student must be given every opportunity to earn a diploma; if this is not possible, the school division should arrange to have the previous school award the diploma or seek a waiver of the verified credit requirement from VDOE.

STUDENT SERVICES

ENGLISH AS A SECOND LANGUAGE

The Rockbridge County Public Schools English as a Second Language (ESL) Program offers a variety of services to students with limited English proficiency as defined in Public Law 107-110 of the *No Child Left Behind Act of 2001*, Title VI of the Civil Rights Act of 1964, and the Code of Virginia [COV § 22.1-253.13:1 D.11]. The services described below are available to students who are English language learners.

- **Regular Classroom Instructional Support:** Instruction in English speaking, listening, reading and writing and/or instructional support in academic content areas occurs individually or in a small group within a classroom. This method of service provides the student with a greater opportunity to practice the English language and/or to receive assistance in acquiring academic content. The ESL teacher collaborates with the classroom teacher to modify lessons and to meet the student's language needs and provides appropriate curriculum resources for learning the English language.
- **Resource Class:** Resource classes provide students with instruction and support in English language and academic content learning. The ESL teacher works in collaboration with the classroom/content teacher to modify academic content lessons and to add supports so students can learn English and academic information more easily.
- **Tutoring:** Tutoring provides students with individualized support in English language and/or in academic content learning. Tutoring can take place during the school day and/or before or after school.

SPECIAL EDUCATION

The Special Education Department offers a variety of services to students found eligible for special education services under the Individuals with Disabilities Education Act. The following services are available to students with an Individualized Education Plan (IEP):

- **Consulting Services** – Consulting services are provided to students who are in regular education courses but require accommodations or modifications in order to be successful. The special education case manager consults with the students, teachers, parent, and guidance counselors to ensure the student's IEP is being implemented and followed appropriately.
- **Academic Support** – Academic support is available to students in regular education courses, as a pull-out option, and/or as a separate class period for all academic courses as deemed appropriate by the IEP Team.
- **Academic Resource Classes** – Resource classes are available to students in regular education courses, as a pull-out option, and/or as a separate class period for all academic courses as deemed appropriate by the IEP team. Academic resource is a structured classroom setting with clear expectations to provide students with extra support while completing homework, studying for tests/quizzes, and working on projects. Progress of students is closely monitored to help ensure success.
- **Functional/Occupational Program** – This course of study should be determined by an IEP team and only after a determination that the grade level Virginia Standards of Learning is not appropriate for the student even with the use of modifications, adaptations, supplemental aides and services. These courses will provide students real world application of skills in the areas of mathematics, reading, science, social studies, vocational education, and daily living skills.
- **Reading Intervention Program** - Reading is an intervention program available to students who struggle with reading. The class utilizes a research-based reading program focused on multi-sensory approach to decoding and encoding words phonetically through the steps of the program. Students progress through the levels while also developing reading comprehension through identifying and applying various reading strategies.

GIFTED EDUCATION SERVICES

The Rockbridge County Public School division identifies students for gifted education services in the areas of general intellectual aptitude (GIA) and specific academic aptitude (SAA). "Such students demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas." (VAC20-40-20) The Rockbridge County Public School division identifies students who have demonstrated superior aptitude or have the potential for high levels of accomplishment in the areas of English, mathematics, social studies, science, and/or reasoning; however, "we actively seek ways to allow specific parts of the gifted education program to any child who exhibits talent or unusual interest in the areas where gifted programs exist." (*RCPS 2014-2019 Local Plan for Gifted Education*)

Referrals may be made at any time by parents, legal guardians, teachers, professionals, students, peers, self, or others. Referrals will be accepted for kindergarten through twelfth-grade students. Referral forms can be obtained from the school and/or division gifted education coordinator and should be returned to the school and/or division gifted education coordinator.

SCHOOL COUNSELING SERVICES

The Rockbridge County High School Counseling Department employs three full-time counselors, each of whom has a master's degree in counseling. Counselors are assigned by the student's last name, designed to follow the student throughout their time in high school. The primary responsibility of the school counselor is to promote the academic, personal/social and college/career development of all students. Students may seek out their counselor on their own or be referred by a parent/guardian, teacher, or administrator. The counselors follow the Ethical Standards for School Counselors as developed by the American School Counselor Association. The Department's Comprehensive School Counseling Program consists of:

- Academic Counseling - Counseling which assists students and their families in acquiring knowledge of the curricular choices available to students, to plan a program of studies and a choice of majors, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.
- College and Career Counseling - Counseling which helps students acquire information and to plan action about jobs, apprenticeships, and post-secondary educational and career opportunities.
- Personal/Social Counseling - Counseling which assists students to develop an understanding of themselves and the rights and needs of others; to know how to resolve conflict; and to help to define individual goals, reflecting interests, abilities, and aptitudes.

The school counseling department provides many resources to students and families throughout the school year, including workshops, classroom visits, and both direct and indirect student services. Please visit the department's website for more information (<http://rchscounseling.weebly.com/>). The department also publishes a weekly College and Career Newsletter via email.

FEE WAIVERS

The RCHS Counseling Department is the primary avenue for receiving fee waivers for college applications and standardized testing (PSAT, SAT, ACT, and AP tests). Students and families are encouraged to speak with their assigned counselor to determine eligibility and to receive any fee waivers.

STANDARDIZED TESTING

The RCHS Counseling Department provides opportunities for students to prepare for standardized testing (i.e. the SAT and ACT). Any student that is eligible for testing accommodations at RCHS (through an IEP or 504) is not automatically eligible for testing accommodations through College Board or the ACT. Accommodations of this kind must be applied for through your student's school counselor. Families are encouraged to speak with their counselor early in the student's high school career, as the accommodation request process can take many weeks.

HIGH SCHOOL PROGRAM PLANNING INFORMATION

RCHS is proud to offer a diverse curriculum of over 100 different courses that are designed to prepare students for the finest colleges and universities, for the highly technical workplace of the 21st century, or for postsecondary technical training. RCHS is organized on a traditional seven period school day. Students have the opportunity to earn up to seven credits (excluding off-site courses or independent study credits) per year.

CREDIT REQUIREMENTS FOR GRADE CLASSIFICATION

A student's grade level classification is dependent upon the number of courses which he/she has satisfactorily completed. Credit is given for each course for which a grade of "60" or higher is earned. The minimum credit requirements for attaining each grade is as follows:

- 10th Grade - 5 credits
- 11th Grade - 10 credits
- 12th Grade - 15 credits

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

High School Courses that are taught at the middle school are the same as the courses taught at the high school and therefore carry high school credit. Classes resulting in one high school credit include Algebra I, Agriculture I, Introduction to Drafting and Technology, Foreign Language Courses and World History/Geography I. Foreign Languages taken in parts require the student to complete both Part A and Part B to receive one high school credit. Classes resulting in a half credit include Individual Development, Introduction to Trades, Keyboarding Secondary and Computer Applications. These courses will count toward fulfilling the credits needed for graduation. The grades received in these courses are included on the transcript and in the student's GPA.

Students may choose to have a high school credit-bearing course expunged from the transcript. Students must repeat the course in order to take the next sequential class. For example, if a student decides to drop Algebra I, the student must retake Algebra I before taking Geometry. **Students who choose to have high school credit courses expunged from the transcript must do so before entering the 9th grade.** Contact either the middle school or high school counselor to assist you with this process.

HONORS CLASSES

Rockbridge County High School offers many courses which are accelerated and more in-depth than those of their grade-level counterparts. These advanced courses prepare students for the challenging environment of a four-year college. A significant amount of work outside of the classroom is expected.

Admission into Honors courses is based on academic performance, teacher recommendation, and additional specific requirements determined by each department. See the course descriptions for further information on eligibility for specific courses.

ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) Examination Program is a service provided by the College Board. High school students have the potential to earn college credit based upon their scores earned on the AP Exams. The granting of AP credit is solely at the discretion of the college. Students enrolled in an AP course must work at a college level throughout the course and put forth their best effort on the tests to be successful. The benefits of taking Advanced Placement courses include:

- Getting a head start on college-level work
- Improving writing skills and sharpening problem-solving techniques
- Developing the study habits necessary for tackling rigorous coursework
- Studying subjects in greater depth and detail
- The opportunity to earn credit or advanced standing at participating colleges and universities.

Students who take an AP course may choose to take the AP test at the conclusion of the course. Any student may take an AP test, even if he or she is not enrolled in an AP course. Reduced fees are available to students who meet College Board's financial need guidelines. Please see your school counselor.

DUAL ENROLLMENT

In partnership with Dabney S. Lancaster Community College (DSLCC), students may be eligible to receive college credit for courses taken at Rockbridge County High School. Students must apply to DSLCC, pass the Virginia Placement Test(s) or achieve exemption (i.e. utilizing PSAT, SAT, or ACT scores), and submit all paperwork and payment by the registration deadline. Students are awarded college credit upon completing the course with a grade of “C” or better. Dual Enrollment offerings each year will be dependent upon availability of instructors. **Dual enrollment costs are the responsibility of the student. Fees are set annually by DSLCC.** Please see your school counselor or teacher for more information.

GRADING SCALE/GRADE POINT AVERAGE/CLASS RANK

Class rank and grade point average are cumulative and are calculated on the basis of all final year grades for any course taken for high school credit. The students having the highest and next highest grade point average at the time of graduation and have attended RCHS for three out of the last four semesters are the valedictorian and salutatorian, respectively. The valedictorian and salutatorian must earn an Advanced Studies Diploma.

RCHS has a 4.0 quality point grading scale. Quality points are assigned to numerical values for the purpose of determining a numerical average. Quality points are assigned to grades earned in all courses for which credit is received.

A	94 - 100
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D+	67 - 69
D	64 - 66
D-	60 - 63
F	0 – 59 No Credit

COURSE WEIGHTING

Certain courses are weighted to reflect course difficulty for the purpose of establishing an equitable and fair class rank. Honors courses are weighted by applying an additional 0.5 quality point. Advanced Placement (AP) and Dual Enrollment courses (taken for college credit) are weighted by applying an additional 1.0 quality point. The weights do not apply in the case of failure of a course. The weighting policy is intended to provide incentives for students to accept the challenge of an advanced course work.

HONOR ROLL

There is an Honor Roll for each grading period. All students who have grades of “A” or “B” in all their courses for the grading period will be on the Honor Roll, unless they have an incomplete grade. Students must be taking at least four courses to be on the Honor Roll.

VIRGINIA HIGH SCHOOL LEAGUE RULES FOR ATHLETICS, FORENSICS AND ONE ACT PLAY ELIGIBILITY

- *28-4-1 Scholarship Rule:* The student shall be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation, and have passed five subjects, or their equivalent, offered for credit which may be used for graduation the immediately preceding semester for schools that certify credit on a semester basis. ***Students may not count a repeat class as part of the five if they have previously received credit for the class.***
- *28-4-2 Age Rule:* The student shall not have reached the age of 19 on or before the first day of August of the school year in which he/she wishes to compete.

NCAA ACADEMIC ELIGIBILITY AND APPROVED COURSES

The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics. College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet specific course and test score requirements established by the NCAA. The NCAA does not set initial eligibility requirements in Division III. For current credit and testing requirements for Division 1 and Division 2 schools, please visit <http://www.eligibilitycenter.org>. Only RCHS courses that have been approved by the NCAA Eligibility Center are able to be used for eligibility. Please see the athletic director, or your school counselor for more information. Interested students are strongly advised to register with the Eligibility Center no later than Junior year.

EARLY GRADUATION

Students wishing to graduate early **must receive the approval of the principal and their assigned counselor through completion of an application.** Applications are available in the school counseling office and **must be completed no later than the last day of the school year preceding the student's intended final year in high school.** For example, if a student wishes to graduate at the end of their Junior year, they must submit all application materials to their school counselor no later than the final day of their Sophomore school year. This allows us ample time to arrange a plan (i.e. utilizing summer school and/or after school programs to give the student every opportunity to be successful and ensure that required SOLs are completed. Any arrangements beyond these deadlines will be made at the discretion of the principal.

COURSE OFFERINGS

ENGLISH

English 9 Foundations

Prerequisite: Teacher recommendation

Grade Level: 9

Credits: 1 English Credit

This course emphasizes communication skills, including developing fluency in reading and writing. Students spend time in the resource lab to enable them to become progressively computer literate and to reinforce skills. Reading fluency and reading comprehension are stressed, using teacher and student-selected works. Daily instruction and practice are given in following written and oral directions and in developing organizational skills. Classroom texts emphasizing basic English grammar and English composition are incorporated into the weekly schedule.

English 9

Prerequisite: Teacher recommendation

Grade Level: 9

Credits: 1 English Credit

This course continues the development and utilization of English skills in reading, writing, speaking, organizing, and listening. This academic class emphasizes the reading and critical analysis of literature through short stories, drama, and novels. Language study includes vocabulary, usage, mechanics and grammar. Through varied and frequent short, analytical writing assignments, critical and creative book reviews, and imaginative compositions, students build upon their understanding of writing as a developmental process. Students practice discussion skills, cooperative learning skills, and oral presentation skills. Students will begin to use the library/resource lab and to develop research skills.

English 9 Honors

Prerequisite: Grade of 85+ in English 8H; Grade of 90+ in English 8 with teacher recommendation

Grade Level: 9

Credits: 1 English Credit

For this advanced course, students must be self-disciplined and willing to adhere to a high standard of excellence in their coursework. The curriculum consists of reading and analyzing classical and contemporary literature and writing literary analyses. In order to succeed in this class, students must demonstrate a thorough work ethic, show responsibility for completing their assignments and possess the desire to learn. Throughout the year, students will be expected to read and analyze more than one piece of work at the same time, and many of the assignments are collaborative and require that all group members are focused and prepared to contribute fully. The class will also exact more in-depth and analytical tests, assignments, and writings, and a student's base knowledge in literary and grammatical conventions should be strong. In addition, any student considering this course should be aware that motivation is a crucial component for success in this class and future honors and AP courses. **Completion of a summer assignment prior to the first day of class is expected.**

English 10 Foundations

Prerequisites: English 9; teacher recommendation

Grade Level: 10

Credits: 1 English Credit

The emphasis is on the continued development of communication skills, including developing fluency in reading with a focus on comprehension and writing through a variety of genre. Classroom texts emphasizing English grammar and composition are incorporated into the weekly schedule. Students spend regular time in the resource lab to assist them in the ongoing development of their writing skills.

English 10 – World Literature

Prerequisite: English 9

Grade Level: 10

Credits: 1 English Credit

This course continues the development and the utilization of English skills in reading, writing, speaking, organizing, and listening essential for college coursework. This academic class emphasizes critical analysis of literature that encompasses several genres: short stories, novels, plays, essays and poetry. Language study includes a review of principles concerning SAT vocabulary, grammar, and usage with emphasis placed on the recognition and use of phrases. Writing assignments include short in-class reactions to readings and in-depth analytical papers and revisions. Students continue to develop cooperative learning and oral presentation skills with primary focus on small group work. Research skills are introduced which prepare students for extensive research projects in their junior and senior years. Students explore research methods and materials in the library and learn to cite their information using the MLA style.

English 10 Honors – World Literature

Prerequisites: Grade of 85+ in English 9H; Grade of 90% or higher in English 9; teacher recommendation

Grade Level: 10

Credits: 1 English Credit

For this advanced course students must be highly motivated, intellectually curious, and academically committed. Literature study consists of reading and analyzing a variety of literary and nonfiction texts, comparing and contrasting the techniques authors use in literature of different cultures and eras. Student writing emphasizes expository and analytic writing, through which students expand their understanding of writing as a process, develop and refine arguments using rhetorical techniques, and advance their skills in revising to address a specific audience and purpose. Grammar, usage, and mechanics are reviewed throughout the year, with an emphasis on improving skills in punctuation (MLA formatting), active/passive voice, sentence structure, and paragraphing. The research process requires students to collect, evaluate, organize, and present accurate and valid information to create a research project, as well as learn to cite information using the MLA style. Language study continues to extend students' vocabulary through learning about connotations and denotations as well as Greek and Latin roots. Communication and collaboration skills are improved through small and large group discussions and presentations. **Completion of a summer assignment prior to the first day of class is expected.**

English 11 Foundations

Prerequisites: English 10; teacher recommendation

Grade Level: 11

Credits: 1 English Credit; 2 Verified English Credits with passing score on the End of Course SOL tests

The emphasis for this course is on building communication skills, including developing fluency in reading and writing, in preparation for the SOL test. This course continues to develop the fundamental skills of reading, writing, organization, and responsibility. Students practice using resources such as the computer, books, and manuals. Reading and writing competence continues to be stressed through the use of communications and reading materials.

English 11 - American Literature

Prerequisite: English 10

Grade Level: 11

Credits: 1 English Credit; 2 Verified English Credits with passing score on the End of Course SOL tests

This academic course focuses on American literature and builds on the increasing expansion of skill development in reading, writing, research, speaking, organizing, and listening that is essential for college level work. Students read a variety of works surveying the development of American literature. Students enhance their language skills through advanced study and application of standard rules of usage, mechanics, and grammar with particular emphasis on the recognition and use of clauses and verbals. They complete a sophisticated study of vocabulary for SOL and SAT preparation. Through varied analytical and creative assignments, students reinforce their written and oral communication skills. They prepare at least one argumentative research paper based on a current issue.

Dual Enrollment English 11 - American Literature (ENG 111)

Prerequisites: Grade of 80+ in English 10 or Grade of 70+ in English 10H; passing VPT scores (or exemption) required for Dual Enrollment

Grade Level: 11

Credits: 1 English Credit; 2 Verified English Credits with passing score on the End of Course SOL tests; College credits if taken for Dual Enrollment

This course combines ENG 111: College Composition 1 with a survey of American literature. This course introduces students to the writing process and the fundamentals of the academic essay. It teaches students to refine topics; develop and support ideas; investigate, evaluate and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences and purposes. Writing activities will include personal essays, arguments, summaries and paraphrases, documented essays and electronic communication. Students will also read a variety of works that survey the development of American literature. They will compare themes of various works and periods of literature and analyze expository materials for logical reasoning. In addition to many informal writing assignments, students will produce 15 to 20 pages of revised, graded text, including at least one documented essay. **Completion of a summer assignment prior to the first day of class is expected.**

Advanced Placement Language & Composition

Prerequisites: Grade of 85+ in English 10H; Grade of 90+ in English 10 & teacher recommendation

Grade Level: 11

Credits: 1 English Credit; 2 Verified English Credits with passing score on the End of Course SOL tests

The Advanced Placement Language and Composition course helps students advance their reading and writing skills by advancing their understanding of language. Through their examination of the rhetorical appeals and devices, students will become more adept at reading intricate texts and more proficient at writing rich, complex prose that communicates effectively. Students should be prepared to read and write extensively. While students will read works of fiction, this course focuses on non-fiction presented in a variety of rhetorical contexts, including essays, speeches, letters, as well as full length works. Students will utilize the writing process in order to explore their ideas and draft and revise their work. Through this process students will become more self-aware and flexible writers, paying particular attention to the roles of speaker, audience, and subject/purpose, in order to write in a variety of modes including but not limited to expository, analytical and argumentative compositions that introduce an elaborate central idea that is developed with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions. Students should be prepared to read and write daily both in and out of class so as to participate fully in classroom discussions and activities. Members of this class should exhibit a curiosity for language and a love of both reading and writing. They should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May. **Completion of a summer assignment prior to the first day of class is expected.**

English 12 Foundations

Prerequisites: English 11; teacher recommendation

Grade Level: 12

Credits: 1 English Credit

The emphasis is on the continued development of communication skills, including developing fluency in reading and writing towards the goal of passing the English End of Course SOL tests. Students continue to develop the skills of reading, writing, organization and responsibility, using resources such as computers, books and manuals. Students finalize their job preparation skills by continuing to develop and write resumes, applications and business letters. Communication and reading skills are stressed so that students can successfully cultivate their own interests and abilities, enabling them to maintain jobs and to become productive citizens.

English 12 - British Literature

Prerequisite: English 11

Grade Level: 12

Credits: 1 English Credit

This course continues the development and application of English skills in reading, speaking, organizing, and listening essential for college coursework and the workplace. In this academic class, students read and analyze a variety of genres in British and world literature, including epics, drama, poetry, and novels. As part of their study of the development of British literature, students explore the historical and cultural context of representative works from Anglo-Saxon to modern times. Students continue to develop logical thinking and research skills, exhibiting their master of these skills through varied written and oral activities, including analytical papers and a 10-15 minute oral presentation. Students also complete an extended research project and essay based on their post-graduation plan; the project and the essay include correct use of MLA formatting throughout. Additionally, students will demonstrate competence in communication skills through participation in class discussions, group work, and the mock interview project. Language study includes incorporation of vocabulary, application of standard usage, and consideration of purpose and audience to determine focus and style.

Dual Enrollment English 12 - British Literature (ENG 112)

Prerequisites: ENG 111 (DE) or qualifying score on AP Language exam

Grade Level: 12

Credits: 1 English Credit, 3 College credits through Dual Enrollment

This course continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Students will read a selection of poetry, drama, short fiction, and novels from both American and British literature. Students are required to locate, evaluate, integrate, and document sources and effectively edit for style and usage. In addition to many informal writing assignments, students will produce a minimum of 20 pages of revised, graded text over the course of the year. **Completion of a summer assignment prior to the first day of class is expected.**

Advanced Placement Literature and Composition

Prerequisite: Grade of 85+ in AP Language & Composition; Grade of 90+ in English 11 with teacher recommendation

Grade Level: 12

Credits: 1 English Credit

English 12 AP helps students strengthen their skills as careful readers of literary texts, including poetry, drama, fiction, and non-fiction, through the meticulous examination of language and literary devices. In addition to many selections from the British Literature text and other sources, students read more than six major works over the course of the year. In conjunction with their reading, students discuss and write insightfully and persuasively. Student writing will be intensive, consisting of at least one formal paper each quarter, multiple reading journals, and many timed essays. Successful student writing is original, eloquent, fully developed, logically argued, and soundly supported by appropriate textual references. Members of this class should exhibit a love of both reading and writing. They will be held to high expectations and should be motivated and independent learners. The objective of the course is to improve students' reading and writing skills, thus preparing them to take the AP Literature and Composition exam in May, and more importantly, to prepare them for college success. **Completion of a summer assignment prior to the first day of class is expected.**

HEALTH & PHYSICAL EDUCATION

Physical Education 9 / Health 9

Prerequisites: None

Grade Level: 9

Credits: 1

Physical Education is designed to develop physical fitness and wholesome use of leisure time. Physical activities consist of physical fitness testing (state mandated), general fitness activities, bicycle safety and awareness, flag football, volleyball, basketball, badminton, floor hockey, pickle ball, softball, frisbee and soccer. The students are required to have a proper change of clothing daily for class. For hygiene reasons, the department strongly encourages students to shower after each class and bring fresh clothing when needed. It is the student's responsibility to bring their own towel.

Health 9 discusses safety awareness and integrates a variety of health concepts, skills, and behaviors to plan their personal, lifelong goals. The students will study body systems such as; skeletal, muscular, integumentary, and cardiovascular. During the first nine weeks, freshmen are introduced to a unit on bullying. The purpose of this unit is to help determine the effects of bullying on students and the impact on learning, safety and the overall school environment. In the Family life curriculum, students will learn about hygiene, risky behaviors, and disease prevention. This will also include alcohol, tobacco, and drug use. As of July 1 2016, the family life curriculum will also include topics on dating violence, domestic abuse, sexual harassment, and sexual violence. Students may opt-out of Family Life Education by completing a form, which will be provided by the teacher.

Requirements for the standard and advanced diplomas shall include a requirement to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

Physical Education 10 / Health 10 / Drivers Education

Prerequisite: Physical Education 9 / Health 9

Grade Level: 10

Credits: 1

Physical Education consists of exercise and skill development in individual and team sports with an emphasis on lifetime activities. Units consist of physical fitness testing (state mandated), general fitness activities, flag football, advanced volleyball and basketball, badminton, floor hockey, bowling, softball, frisbee, lacrosse, tennis and soccer. The students are required to have a proper change of clothing daily for class. For hygiene reasons, the department strongly encourages students to shower after each class and bring fresh clothing when needed. It is the student's responsibility to bring their own towel. The purpose of driver education is to provide students with a detailed understanding of the fundamentals of driving and to foster responsible driving attitudes and behaviors. The students are required to complete a minimum of 36 hours of Driver Education classroom instruction. The curriculum consists of 11 modules that include: licensing responsibilities, basic maneuvering, information processing, driver performance and responsibilities, and making informed choices. Tests, quizzes and a final exam are required.

Strength Training

Prerequisites: none

Grade Levels: 9-12

Credits: ½ Elective Credit per semester (this course may be taken for credit more than once)

This elective course is for individuals interested in weightlifting. The course serves as an introduction to weight equipment and weight training for the novice; it also serves the intermediate and advanced lifter through the identification of individual goals and development of personalized weight training programs. The students will be introduced to the differences between absolute and relative strength. This class focuses on a total body development.

HISTORY AND SOCIAL SCIENCES

World History & Geography I

Prerequisites: none

Grade Level: 9

Credits: 1 History Credit; 1 Verified History Credit with passing score on the End of Course SOL test

Students examine the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on western civilization. The study of history rests on knowledge of dates, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking to raise questions and to show evidence in support of their answers. Skills developed include chronological thinking, historical comprehension, historical analysis, and historical research.

World History & Geography II (from 1500 to present)

Prerequisites: none

Grade Level: 9

Credits: 1 History Credit; 1 Verified History Credit with passing score on the End of Course SOL test

World History II incorporates a study of history and geography from the Renaissance (1500 A.D.) to the present with a strong emphasis on the history and development of Western civilization. Topics include the evolution of scientific and technological revolutions which create new economic models; social and political changes; the biographies of individuals who contributed to societal development, and it includes at least one historical writing assignment. Strong connections are drawn between historical events and contemporary issues.

World History & Geography II Honors

Prerequisites: 80+ in previous social studies course and a recommended corresponding passing SOL score.

Grade Level: 9

Credits: 1 History Credit; 1 Verified History Credit with passing score on the End of Course SOL test

This advanced and fast-paced course serves as a topical study of the major themes in the genre of modern World History, particularly the sub-genre of Western Civilizations. This survey course expects students to master a wide range of content material beyond the Virginia Standards of Learning. Additionally, students will gain the analytical and critical thinking skills necessary for understanding not only a complicated and turbulent global past but also how the modern world has been shaped by that past. This course is intentionally designed to aid in the preparation for further studies at the Advanced Placement and collegiate level. Students are expected to complete a variety of rigorous assignments including but not limited to extensive out of class readings, essays, projects, and research assignments. **Completion of a summer assignment prior to the first day of class is expected.**

World Geography Honors

Prerequisites: B average in social studies course immediately preceding this one

Grade Level: 10

Credits: 1 History Credit; 1 Verified History Credit with passing score on the End of Course SOL test

This course examines the world's people, places, cultures, and environments with emphasis on current events and international relations. Using texts, maps, globes, graphs, pictures, stories, diagrams, charts, and a variety of geographic inquiry/research and technology skills, students consider the relationships between people and places while asking and answering geographic questions. Students are also required to follow international news and are held responsible for discussing, debating, and writing about its content. This is a fast-paced course with a substantial reading load and a required research paper. **Completion of a summer assignment prior to the first day of class is expected.**

World History AP

Prerequisites: None

Grade Levels: 10-12

Credits: 1 History Credit

The AP World History course will follow the course description and curricular requirements established by the College Board. The course covers the entire span of World History, from approximately 8000 B.C.E. to the present. The course examines global trends and changes over time, focusing on major similarities and differences between cultures. Key factual information is important, but a heavy emphasis is placed on developing analytical skills. Great emphasis will be placed on the student's ability to think critically, analyze and evaluate information, and articulate complex ideas both orally and in writing. Students should be motivated, independent and responsible learners, and be prepared to take the AP Exam in May.

Foundations in Virginia & U.S. History

Prerequisite: Teacher recommendation

Grade Level: 11

Credits: 1 History Credit; 1 Verified History Credit with passing score on the End of Course SOL test

This course is a survey of VA & U.S. History from the Age of Exploration to the present. Students study American culture through a chronological survey of major issues, movements, people, and events in the United States and Virginia. Emphasis is placed on the development of reading, writing, and study skills. Greater individualized instruction and group participation are available. This course also emphasizes the practical applications of knowledge and the development of good citizenship.

Virginia & U.S. History

Prerequisites: None

Grade Level: 11

Credits: 1 History Credit; 1 Verified History Credit with passing score on the End of Course SOL test

Students examine and analyze the development of American ideas and institutions from the Age of Exploration to the present. Students acquire knowledge of American culture through a chronological survey of major issues, movements, people and events in United States and Virginia history. Students use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.

Virginia & U.S. History AP

Prerequisites: None

Grade Level: 11

Credits: 1 History Credit; 1 Verified History Credit with passing score on the End of Course SOL test

The course offers a survey of Virginia and U. S. History from 1492 to the present. A college-level text is required, and all parallel readings are typical of those required in a college-level course. Students must have superior writing skills and an ability to work with minimal of supervision and direction. Students who enroll in this course must be prepared for a substantial amount of required reading. Much of that reading will be considerably more difficult than previously encountered. Students must possess skills needed to interpret primary documents and to write analytical essays. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May. **Completion of a summer assignment prior to the first day of class is expected.**

Virginia & U.S. Government

Prerequisites: None

Grade Level: 12

Credits: 1 History and Social Science Credit

Students examine the philosophy and the structure and functions of American government at the federal and state levels. The focus is on political decision-making, comparative political and economic systems, global issues and the student's responsibilities as a citizen. Critical thinking and analytical writing are refined.

Virginia & U.S. Government AP

Prerequisites: None

Grade Level: 12

Credits: 1 History & Social Science Credit

This college level course is designed to imitate an introductory course in American government and politics at the collegiate and university level. The course surveys essential topics such as the formal institutions of American government (Congress, Presidency/Bureaucracy, Federal Courts) as well as the informal political institutions that affect the American political process. In addition the class covers topics such as the Constitution and its historical background, American political culture, the public policy process, and civil rights/civil liberties. As this is a college level class, students should expect to devote time outside of class to numerous reading assignments and frequent writing assignments such as essays and research projects. Students will have the opportunity to attempt to earn college credit for this class through the College Board AP Exam administered at the end of the year. **Completion of a summer assignment prior to the first day of class is expected.**

MATHEMATICS

Algebra I CP

Prerequisites: Proficiency in or mastery of 8th grade math

Grade Level: 9

Credits: 1 Math Credit; 1 Verified Math Credit with passing score on the End of Course SOL test

The focus of this course is on building connections between concrete mathematics and abstract concepts. This course includes the study of real numbers, development of algebraic vocabulary, identification of properties of numbers and operations, simplification of numerical and algebraic expressions, solutions of equations and inequalities, and exploration of graphing techniques. Emphasis is placed on the development of skills in factoring polynomials, simplification of rational expressions, and working with radicals. Students will acquire proficiency in coordinate graphing, solving systems of equations, working with relations and functions, and solving quadratic equations. Students will use graphing calculators extensively in class.

Algebra I Part I

Prerequisites: teacher or counselor recommendation

Grade Levels: 9

Credits: 1 Elective Credit; One Math Credit upon completion of Algebra 1 Part II

Algebra I Part I is the first year course of a two-year algebra sequence covering the same topics as Algebra I. In this two year sequence, students have additional time to develop the algebraic skills needed to succeed in higher mathematics. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives and technology, particularly graphing calculators, will allow students to develop an understanding of the mathematical principles they are learning. Students will take the Algebra I Standards of Learning test at the end of the second year.

Algebra I Part II

Prerequisites: Algebra I Part I; teacher or counselor recommendation

Grade Levels: 10

Credits: 1 Elective Credit; 1 Verified Math Credit with passing score on the End of Course SOL test*

Algebra I Part II is the second year course of a two-year algebra sequence covering the same topics as Algebra I. In this two year sequence, students have additional time to develop the algebraic skills needed to succeed in higher mathematics. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives and technology, particularly graphing calculators, will allow students to develop an understanding of the mathematical principles they are learning. Students will take the Algebra I Standards of Learning test. **The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Algebra I, Parts I and II to earn a standard credit towards the three mathematics credits required for the Standard Diploma only.*

Geometry SOL Preparation

Prerequisites: Algebra I; teacher recommendation

Grade Levels: 10-12

Credits: 1 Math Credit; 1 Verified Math Credit with passing score on the End of Course SOL test

Requirement: scientific calculator (provided by the student)

This course concentrates on teaching geometric concepts without requiring students to do formal proofs. Emphasis is placed on the study of plane geometry, coordinate and transformational geometry, and the use of geometric models to solve problems. Special emphasis is placed on applications of geometrical concepts that align with the Standards of Learning. Course content includes topics such as points, lines, and planes; angles; polygons; perpendicular and parallel lines; proportionality and similarity; coordinate geometry; circles; solid figures; Pythagorean theorem; and trigonometric ratios. There is less emphasis on formal proofs. Algebraic equations are integrated into the course and are presented as a means of solving geometric problems. Students will use graphing calculators extensively in class.

Algebra Functions and Data Analysis – Geometry Based Course

Prerequisites: Algebra I; teacher recommendation

Grade Levels: 10-12

Credits: 1 Math Credit; 1 Verified Math Credit with passing score on the End of Course SOL test

Requirement: scientific calculator provided by the student; graphic calculator is recommended

In this foundation course, students learn the basic language of technical design, while they design, sketch, and make technical drawings illustrations, models, and prototypes of real design problems using industry-standard CAD (computer aided drawing) software's. Experiences include creating engineering and architectural working drawings, inventing, 3-D computer modeling, and career planning. Students also use modeling tools such as a 3D printer to develop prototypes and models from drawings for presentation, testing, and competition.

Geometry

Prerequisites: Algebra I; teacher recommendation

Grade Levels: 9-11

Credits: 1 Math Credit; 1 Verified Math Credit with passing score on the End of Course SOL test

Requirement: scientific calculator provided by the student; graphic calculator is recommended

The focus of this course is the development of reasoning skills and methods of justification. Emphasis is placed on the study of plane and three-dimensional geometry, coordinate and transformational geometry, and the use of geometric and algebraic models to solve problems. Course content includes topics such as points, lines, and planes; angles; polygons; perpendicular and parallel lines; proportionality and similarity; coordinate geometry; circles; solid figures; Pythagorean theorem; and trigonometric ratios. Geometric proofs and problem solving are used to develop analytical reasoning skills and to improve the ability of the student to apply logic in the analysis of problems. Special Projects may be assigned. Students will use graphing calculators extensively in class.

Geometry Honors

Prerequisites: Algebra I, pass advanced on Algebra I SOL, teacher recommendation

Grade Levels: 9-10

Credits: 1 Math Credit; 1 Verified Math Credit with passing score on the End of Course SOL test

Requirement: scientific calculator provided by the student; graphic calculator is recommended

For this course, students must be highly motivated and possess strong mathematical skills. This advanced class offers a challenging and accelerated study of geometric concepts as well as building on Algebra I skills. The focus is on the development of reasoning skills and methods of justification. Emphasis is placed on the study of plane and three-dimensional geometry, coordinate and transformational geometry, and the use of geometric and algebraic models to solve problems. Course content includes topics such as points, lines, and planes; angles; polygons; perpendicular and parallel lines; proportionality and similarity; coordinate geometry; circles; solid figures; trigonometric ratios; and vectors. Strong emphasis is placed upon geometric proofs and problem solving to develop analytical reasoning skills and to improve the ability of the student to apply logic in the analysis of problems. Students will use graphing calculators extensively in class. **Completion of a summer assignment prior to the first day of class is expected.**

Algebra, Functions and Data Analysis

Prerequisites: Algebra I; teacher recommendation

Grade Levels: 10-12

Credits: 1 Math Credit

The course will take a technology-based approach to the study of functions that model data from real-world situations. Types of functions will include linear, polynomial, exponential, and logarithmic. Students will also be introduced to statistical analysis, including standard deviation and normal distributions. Students will learn how to use the advanced functionality of the graphing calculator as a tool for both problem solving and data analysis. The math department provides graphing calculators to all students in this class.

Algebra II CP

Prerequisites: Algebra I and Geometry

Grade Levels: 10-12

Credits: 1 Math Credit; 1 Verified Math Credit with passing score on the End of Course SOL test

The focus is on developing an understanding of advanced algebraic concepts. Concepts which have been presented in Algebra I and geometry are reviewed, expanded, and strengthened. Emphasis is placed on the study of functions, polynomials, rational expressions, and complex numbers. New topics to be introduced include transformational graphing, and sequences and series. Mathematical models for solving practical applications are developed. The math department provides graphing calculators to all students in this class.

Algebra II/Trigonometry Honors

Prerequisites: Geometry or Geometry Honors and a recommended passed advanced on the Algebra I and Geometry SOLs; teacher recommendation

Grade Levels: 10-11

Credits: 1 Math Credit; 1 Verified Math Credit with passing score on the End of Course SOL test

Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator)

For this course, students must be highly motivated and possess strong mathematical skills. This advanced class offers a challenging and accelerated study of advanced algebraic concepts. Emphasis is placed on the study of functions, polynomials, rational expressions and complex numbers. New topics that are covered include transformational graphing, matrix operations, sequences and series, logarithms, probability, and trigonometry. **Completion of a summer assignment prior to the first day of class is expected.**

Grade 12 Capstone

Prerequisites: Algebra II

Grade Levels: 12

Credits: 1 Math Credit

This course is designed to prepare college-bound seniors with skills that will be essential for success in freshman level classes. Students going to college but not planning to major in a math-related field may find this class especially helpful. The course is application-based and combines mathematics concepts learned in previous high school courses with research methods and computer application skills. Students will frequently practice research based writing skills in preparation for college level work. Instruction will be delivered through researching real life issues to produce projects that demonstrate understanding and could possibly be presented to appropriate community leaders. This class requires a flash drive.

Pre-Calculus CP

Prerequisites: Completion of Algebra II with a 70% or higher; recommended 420+ on the Algebra 2 SOL; teacher recommendation

Grade Levels: 11-12

Credits: 1 Math Credit

Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator)

The focus of this course is to prepare students for the study of Calculus by strengthening Algebra II skills and by developing an understanding of trigonometry and advanced algebraic concepts. Emphasis will be placed upon a review of Algebra II skills, use of trigonometric methods, analysis of functions, and exponential and logarithmic functions. The course is designed to provide the skills and problem-solving abilities in college level mathematics for those students not majoring in mathematics or engineering.

Pre-Calculus Pre-AP/Dual Enrollment (MTH 163/164)

Prerequisites: Algebra II Honors or Algebra 2 with teacher recommendation; passing VPT scores (or exemption) required for Dual Enrollment

Grade Levels: 11-12

Credits: 1 High School Math Credit; 3 College Credits per semester if taken for Dual Enrollment

Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator)

Emphasis is placed on college algebra, exponential, and logarithmic functions, trigonometry, analytic geometry, sequences and series, and vectors. This course is designed to develop the skills and problem-solving abilities that are required in entry-level college mathematics. **Completion of a summer assignment prior to the first day of class is expected.**

Introduction to Calculus Honors OR Dual Enrollment (MTH 173)

Prerequisites: Pre-Calculus; teacher recommendation; passing VPT scores (or exemption) required for Dual Enrollment.

Grade Level: 12

Credits: 1 High School Math Credit; 5 College Credits if taken for Dual Enrollment

Requirements: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator)

This course is intended for seniors who have passed Pre-Calculus but are not ready for AP Calculus BC. The class begins with a review of algebra and trigonometry. The course is divided into two main topics: differential and integral calculus. Concepts include limits, continuity, rates of change, area under a curve, and the Fundamental Theorem of Calculus. Emphasis is placed on developing problem solving skills to apply calculus in real-world situations and communicating mathematical solutions verbally and in writing. Technology will be used to experiment, interpret results, and verify conclusions.

AP Statistics

Prerequisites: Pre-Calculus or concurrent enrollment; teacher recommendation

Grade Levels: 11-12

Credits: 1 Math Credit

Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator)

This course presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing (one-sample and two-sample case for mean and proportion), correlation, and simple linear regression. Selected nonparametric testing procedures are also introduced. Technology will include graphing calculators. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May. **Completion of a summer assignment prior to the first day of class is expected.**

AP Calculus BC / Dual Enrollment (MTH 173/174)

Prerequisites: Pre-Calculus; teacher recommendation, passing VPT scores (or exemption) required for Dual Enrollment

Grade Level: 12

Credits: 1 High School Math Credit; 10 College Credits if taken for Dual Enrollment (5 per semester)

Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator)

Topics studied in this course are based upon the Calculus BC curriculum as prescribed by the College Board. This is a college level course with college credit available through the Advanced Placement Test or Dual Enrollment credit, so the expectations of effort and performance are very high. The course is intended for students who have a thorough knowledge of analytical geometry and extensive understanding of functions (including trigonometric functions) as presented in Algebra I & II, Geometry, and Pre-Calculus. The course is divided into two main topics: differential calculus and integral calculus. Within this framework, students investigate the central concepts of calculus, including limits, continuity, rates of change, and area under a curve. Major emphasis is placed on the

development of problem solving skills based on these concepts, and applications of calculus in real-world situations will be stressed. Students may choose to take the AP Calculus exam or take the course for dual enrollment credit (or both). **Completion of a summer assignment prior to the first day of class is expected.**

AP Computer Science Principles

Prerequisites: Passing grade on the Algebra 1 SOL and completion of Geometry or concurrent enrollment.

Grade Levels: 11-12

Credits: 1 Math Credit

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course offers a multidisciplinary approach to teaching the underlying principles of computation. Students will be introduced to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students will be expected to participate in the AP examination in the spring.

AP Computer Science A

Prerequisites: Algebra II

Grade Levels: 11-12

Credits: 1 Math Credit

This course is an introductory course in computer science. The course offers the student an opportunity to pursue special computer interests and provides a forum for students to share and discuss advanced computer topics. It is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines that require significant involvement with technology. At the conclusion of the course, students will be able to: design and implement solutions to problems by writing, running, and debugging computer programs; use and implement commonly used algorithms and data structures; develop and select appropriate algorithms and data structures to solve problems; code fluently in an object-oriented paradigm using the programming language Java; read and understand a large program consisting of several classes and interacting objects; and recognize the ethical and social implications of computer use. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

SCIENCE

Earth Science

Prerequisites: None

Grade Levels: 9

Credits: 1 Science Credit; 1 Verified Credit with passing score on the End of Course SOL test

Earth Science provides the foundation for most of the sciences courses offered. This course examines Earth's features and processes and its placement in the universe. Emphasis is placed on the constant changes that Earth undergoes, and how those changes affect landforms, rock structures, and life itself. The class provides instruction in the areas of astronomy, meteorology, geology, ecology, and oceanography through laboratory experiences, group activities, projects, and writing assignments.

Earth Science Honors

Prerequisites: Recommended 500 or above on previous Science SOL; 90+ in previous Science course; teacher recommendation

Grade Levels: 9

Credits: 1 Science Credit; 1 Verified Science Credit with passing score on the End of Course SOL test

This accelerated course examines in more detail and depth the Earth's features and processes and its placement in the universe. Emphasis is placed on the constant changes that Earth undergoes, and how those changes affect landforms, rock structures, and life itself. The class provides instruction in the areas of astronomy, meteorology, geology, ecology, and oceanography through laboratory experiences, group activities, rigorous tests, projects, plus extended reading and writing assignments. **Completion of a summer assignment prior to the first day of class is expected.**

Biology

Prerequisites: Earth Science or teacher recommendation.

Grade Levels: 10

Credits: 1 Science Credit; 1 Verified Science Credit with passing score on the End of Course SOL test

This laboratory-oriented course is designed to provide students with a background in the biological concepts while experiencing proper experimental design and analysis. The course builds on concepts taught in Earth Science and uses these concepts to focus on the life processes within the cell such as photosynthesis, cellular respiration, and protein synthesis. Other units include cell reproduction, genetics, biotechnology, evolution, taxonomy, and ecology. Research skills, projects, and laboratory reports are utilized to assist students in developing higher level thinking skills.

Biology Honors

Prerequisites: Concurrent enrollment in Geometry Honors or higher

Grade Level: 10

Credits: 1 Science Credit; 1 Verified Science Credit with passing score on the End of Course SOL test

Biology Honors is a rigorous course which prepares students for the Biology Advanced Placement course. Students will be expected to develop proper laboratory skills, demonstrate experimental design, and write at an advanced technical level. The course provides an in-depth look at all areas covered in biology. Additional work outside of the classroom, rigorous test, independent projects, and formal papers will be emphasized. ONLY students who are willing to commit to additional time outside of the classroom should consider taking this course. Students successfully completing the course will be strongly encouraged to register for Biology AP their junior year.

Chemistry

Prerequisite: Algebra II or concurrent enrollment

Grade Levels: 10-12

Credits: 1 Science Credit; 1 Verified Credit with passing score on the End of Course SOL test

This course will cover the basic concepts and skills of chemistry through lessons, demonstration, and laboratory work. Chemistry topics are progressive and rely heavily on applied mathematics skills. Written reports, projects,

and laboratory reports are utilized to assist students in developing higher level thinking skills and preparing for college. Students will be expected to complete homework nightly.

Chemistry Honors

Prerequisite: Algebra II Honors or concurrent enrollment

Grade Levels: 10-11

Credits: 1 Science Credit; 1 Verified Science Credit with passing score on the End of Course SOL test

Chemistry Honors is an accelerated course that prepares students for Chemistry Advanced Placement. Students should be prepared for a rigorous pace of study, as the course work and laboratory work progress through the topics of matter and reactions, and an introduction to thermochemistry, equilibrium, kinetics, and electrochemistry. Strong math skills are essential to the applied mathematical calculations that will be utilized throughout the coursework and laboratory work. Students should be able to commit to additional time outside of the classroom for problem sets, reading, and lab work.

Earth Science II: Geology

Prerequisites: Earth Science recommended

Grade Levels: 11-12

Credits: 1 Semester Science Credit

This semester course focuses on petrology (the study of rocks) and the geologic evolution of Virginia. Students will examine numerous mineral and rock hand samples, review plate tectonics and mountain building processes, and learn the origin of Virginia's geologic formations. A half-day field trip will allow students to investigate Blue Ridge province geology. This course is designed to link with a semester of Earth Science 2: Astronomy or Oceanography.

Earth Science II: Astronomy

Prerequisite: Earth Science recommended

Grade Levels: 11-12

Credits: 1 Semester Science Credit

Astronomy emphasizes in one semester the nature, origin, and evolution of planets, satellites, and other objects in the solar system. Students will trace the history of astronomy and the tools utilized by scientists to gather information needed to classify, study stars such as the sun and other galaxies, and theories such as the big bang model of the universe. The course may include weekly labs that involve independent nighttime observations when weather is permitting. This course is designed to link with a semester of Earth Science II: Geology

Earth Science II: Oceanography

Prerequisite: Earth Science recommended

Grade Levels: 11-12

Credits: 1 Semester Science Credit

Oceanography, a one semester course, explores the geological, physical, chemical, and biological processes in the Earth's oceans. Additional areas discussed in the course will include coastal ecosystems, oceanic ecosystems, ocean-atmospheric interactions that impact climates and weather, and human impact.

Biology II: Advanced Survey of Biology Topics

Prerequisites: Biology; Chemistry recommended

Grade Levels: 10-12

Credits: 1 Science Credit

Survey of Biology Topics focuses on biological systems of higher order organisms (human biology) with an emphasis on forensics science. Areas covered include an overview of the human body and its function. A few of the laboratory experiences include blood splatter analysis, fingerprinting, ballistic studies, some dissections, extensive microscope work, and lab practica. Students will be exposed to crime solving and medical examination techniques, in addition to becoming prepared for making future critical personal decisions.

Biology II: Human Anatomy and Physiology Honors

Prerequisites: Biology; Chemistry or concurrent enrollment

Grade Levels: 11-12

Credits: 1 Science Credit

The course is rigorous and lab oriented, designed to educate the student in the structure and function of the human body. Students interested in pursuing a four-year degree in the life sciences or in a medical field are strongly encouraged to consider this course. Class presentations, research, formal laboratory reports, dissections, and lab practica are utilized to enhance learning and prepare the student for college science courses.

Physics

Prerequisites: Successful completion of Algebra II

Grade Levels: 11-12

Credits: 1 Science Credit

This course affords students the opportunity to develop an awareness of fundamental concepts of physics through experimentation. Emphasis is placed on laboratory, project design and solving physical problems through the application of physical laws, geometry and trigonometry. Physics prepares college bound students with the concrete knowledge of mechanics, energy, acoustics, optics, and electricity.

Advanced Placement Biology

Prerequisites: Chemistry or concurrent enrollment

Grade Levels: 10-12

Credits: 1 Science Credit

Biology AP is an accelerated, college-level biology course. Extensive readings, lectures and laboratory work provide the student with the same material offered in a college biology course. Topics covered include genetics, microbiology, molecular biology, comparative anatomy, evolution, and ecology. This course is very rigorous, requiring additional hours outside of class time for laboratory work and reading. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

Advanced Placement Chemistry

Prerequisite: Chemistry Honors; Chemistry with teacher recommendation

Grade Levels: 11-12

Credits: 1 Science Credit

Chemistry AP is a second year chemistry course which is designed to be the equivalent of two semesters of college general chemistry and its laboratory (8 credit hours). Topics include matter, solutions, thermochemistry, reactions, kinetics, equilibrium, acid-base equilibrium, and electrochemistry. This course is very rigorous, requiring additional hours outside of class time for laboratory work, reading, and problem sets. Students should be motivated, independent, and responsible learners, and be prepared to take the AP exam in May.

Advanced Placement Physics C: Mechanics

Prerequisite: Concurrent enrollment in AP Calculus

Grade Level: 12

Credits: 1 Science Credit

Physics AP is a rigorous calculus-based course which focuses on Newtonian mechanics. Use of calculus in problem solving and in derivations is expected to increase as the course progresses. The course includes weekly labs, problem sets and projects and is designed to prepare students for post-secondary studies in math and science. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Physics C: Mechanics Exam in May.

WORLD LANGUAGES

To receive an Advanced Studies Diploma, students are required to earn three credits in one foreign language or two credits each of two languages. Not all four-year colleges require a world language for admission, but many require or strongly recommend a minimum of two years of a world language.

French I

Prerequisite: None

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

French I students learn sounds, stress patterns, and intonation of the French language. Basic structures and vocabulary are presented through practice in listening, speaking, reading, and writing. Students develop their communication skills focusing on interpersonal communication, interpretive communication and presentational communication. Students can communicate both orally and in writing on some very familiar topics using words and phrases that have been practiced or memorized. Students also investigate basic information about the geography, customs and culture of French speaking countries. An average of 15 minutes of study per night is expected: ACTFL-Novice Low

French I Advanced

Prerequisite: Teacher recommendation or successful completion of another language class

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Advanced French I students learn sounds, stress patterns, and intonation of the French language. Basic structures and vocabulary are presented through practice in listening, speaking, reading, and writing. Students develop their communication skills focusing on interpersonal communication, interpretive communication and presentational communication. Students can communicate both orally and in writing on some very familiar topics using words, phrases and memorized expressions that have been practiced. Students also investigate on reflect on basic information about the geography, customs and culture of French speaking countries. An average of 20 minutes of study per night is expected: ACTFL-Novice Mid

French II

Prerequisites: French I (or Advanced French I) with an 80+ and/or teacher recommendation

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

This course includes a review of French I with additional grammar and reading selections designed to investigate and reflect on the relationship between the products, perspectives and practices of French speaking counties. Students continue to develop their communication skills focusing on interpersonal communication, interpretive communication and presentational communication. By the end of the second year, the dedicated student can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. The dedicated student can handle short social interactions in everyday situations by asking and answering simple questions: ACTFL-Novice High.

French II Advanced

Prerequisite: French I (or Advanced French I) with a 90+ and/or teacher recommendation

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

This course includes a review of French I with additional detailed grammar application and authentic reading selections designed to investigate and reflect on the relationship between the products, perspectives and practices of French speaking counties. Students continue to develop their communication skills focusing on interpersonal communication, interpretive communication and presentational communication. By the end of the second year, the dedicated student can communicate and exchange information about familiar topics using phrases and simple

and more complex sentences, sometimes supported by memorized language. The dedicated student can handle social interactions in everyday situations by asking and answering simple questions: ACTFL-Novice High.

French III

Prerequisites: French II (or Advanced French II) with an 80+ and/or teacher recommendation

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Students continue to develop their proficiency in the target language in all four skills: listening, speaking, reading, and writing focusing on interpersonal communication, interpretive communication and presentational communication. They understand short conversations and can be understood by natives accustomed to dealing with foreigners. The dedicated student can communicate and exchange information about familiar topics and can understand words, phrases and sentences related to everyday life. The student can understand the main idea in short messages and presentations on familiar topics and understand the main idea of authentic simple conversations. 15 minutes of study per night is expected. ACTFL: Novice High – Intermediate Low

French III Honors

Prerequisites: French II (or Advanced French II) with a 90+ and/or teacher recommendation

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Students continue to develop their proficiency in the target language in all four skills: listening, speaking, reading, and writing focusing on interpersonal communication, interpretive communication and presentational communication. Communication continues in various tenses and structures on a wide variety of topics such as history, health, social issues, and future plans. Emphasis is on consistent use of the target language for classroom activities. Students are expected to perform at a higher level of independence to complete more challenging and in-depth performance tasks. A deeper connection to the target culture is developed. 20 minutes of study per night is expected. ACTFL: Intermediate Low

French IV Honors

Prerequisites: French III (or French III Honors) with a 90+ and/or teacher recommendation

Grade Levels: 10-11

Credits: 1 Foreign Language Credit

French IV Honors students will engage in intermediate mid to high interpersonal speaking and writing, presentational speaking and writing as well as interpretive reading and listening. This course is designed to prepare students for a high level of French language proficiency in the following areas: conversation, aural comprehension, reading comprehension, composition and French culture. Students must have proven their proficiency in the earlier levels of French language courses in order to participate in this class. Upon completion of this course, students will have developed a more independent command of the language and will be able to demonstrate these skills through prepared and impromptu presentations and exercises. This course is intended to be fast paced and intensive. The student's willingness to read independently and to explore a variety of related cultural topics will contribute to his or her success. Additionally, students may elect to take the STAMP test to earn the Virginia Seal of Biliteracy. Students are expected to dedicate at least 30 minutes daily to class preparation. **Completion of a summer assignment prior to the first day of class is expected.**

French V Honors

Prerequisites: French IV Honors with a 90+ and/or teacher recommendation

Grade Levels: 11-12

Credits: 1 Foreign Language Credit

French V Honors students will engage in intermediate high interpersonal speaking and writing, presentational speaking and writing as well as interpretive reading and listening. This course is designed for the student who has reached an advanced level of language development and is able to acquire information about the French speaking world through texts, newspaper articles, internet, literature, history, fine arts, movies and French television and radio. The SAT II French exam is encouraged, but not required. Willingness to perfect language skills both in and outside of the classroom will contribute significantly to student success. Completion of a summer assignment prior

to the first day of class is expected. Additionally, students may elect to take the STAMP test to earn the Virginia Seal of Biliteracy. Students are expected to dedicate at least 30 minutes daily to class preparation. **Completion of a summer assignment prior to the first day of class is expected.**

Latin I

Prerequisite: None

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Students are introduced to basic Latin grammar and vocabulary and read Latin stories about Roman history, daily life, and Greek and Roman mythology. Class activities develop Latin reading and translating skills, expand Latin and English grammatical facility, and enlarge the student's English vocabulary through a focus on derivatives. Regular assignments in English provide opportunities to investigate cultural topics from the ancient world. Co-curricular activities include local club activities, regional and national contests and opportunities for analytic and creative writing. Students are expected to spend 30 minutes daily on class preparation.

Latin II

Prerequisites: Latin I with an 85+ and/or teacher recommendation

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Students conclude their introduction to basic vocabulary, grammar and reading skills, and then begin study of the advanced grammar. Cultural emphasis is on daily life, the historical background of the Roman nation and government, and on the topography and monuments of Rome in light of the Latin readings under study. The same co-curricular opportunities are offered as in Latin I. Students should expect to spend 30 minutes daily on class preparation.

Latin III Honors

Prerequisites: Latin II with an 85+ and/or teacher recommendation

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Students conclude their study of the remaining advanced grammar. Transition is made to reading authentic, unadapted Latin. Students read selections from a variety of Roman authors in both prose and verse, including Livy, Caesar, Cicero, Eutropius, Augustus, Ovid, Martial, and Vergil. Students master advanced grammatical forms and constructions and specialized vocabulary particular to each author and continue to develop their vocabulary of Latin derivatives. Emphasis is placed upon analysis and interpretation of Roman culture through its literature. Students participate in class discussions, small group projects, and individual research on topics relating to the social, political, and historical contexts of the literary works. Co-curricular activities like those for other levels are offered. The Latin SAT Subject Test may be taken at the end of this course (and a score of 600 or higher qualifies the student for VA bi-literacy upon graduation).

Latin IV, V, VI Honors

Prerequisites: Latin III, Latin IV, or Latin V as appropriate with a 85+; teacher recommendation

Grade Levels: 10-12

Credits: 1 Foreign Language Credit

This is a multi-level class, with 4th, 5th, and 6th year students. This class is a general survey course of Latin literature and culture. The course will be structured around several thematic units (e.g. epigraphy, mythology, elegiac poetry), and the Latin readings will come from a variety of Roman authors, both prose and poetry. New syntax and vocabulary are studied as they are met in the literature. The emphasis of the curriculum, however lies in the study of the authors' styles, themes, imagery, and place in their society and the history of western literature. Assignments may also include the reading and analysis of critical essays and secondary sources, and the writing of analytical essays. Grading is based on quizzes, tests, translations, contributions to class discussions, projects, and essay writing. Students will not be required to complete a summer reading assignment for this course. The Latin SAT Subject Test is recommended during this course. In addition to the usual contests and certamina, seniors are eligible to complete for regional and national scholarships in the classics. A score of 600 on the SAT Subject Test, or

a Silver Medal on the National Latin Exam Level 4, or a Cum Laude on Level 5 or 6, or a score of 1-2 on the ACTFL ALIRA test qualifies students for the VA Bi-literacy Seal upon graduation.

Latin IV, V, VI Advanced Placement

Prerequisites: Latin III, Latin IV, or Latin V as appropriate with a 90+; teacher recommendation

Grades Levels: 11-12

Credits: 1 Foreign Language

This is a multi-level class, with 4th, 5th, and 6th year students. This class will follow the AP Latin [Vergil-Caesar] curriculum as prescribed by the College Board. Students will be expected to complete a summer reading assignment. The course is devoted to a close reading of large segments of Vergil's *Aeneid* and Caesar's *Gallic Wars* in Latin, all of the *Aeneid* and much of the *Gallic Wars* in English, as well as a study of the cultural and historical background of these Latin texts. New syntax and vocabulary are studied as they are met in the literature. The emphasis of the curriculum, however, lies in the study of the authors' styles, themes, imagery, and place in their society and the history of western literature. Co-curricular assignments include the reading and analysis of critical essays as secondary resources and student writing of analytical essays. Grading is based on quizzes, tests, translations, contributions to class discussions, projects, and essay writing. The AP exam in May is encouraged (especially for fifth and sixth year students), but not required. The Latin SAT Subject Test is recommended during the course. In addition to the usual contests and *certamina*, seniors are eligible to complete for regional and national scholarships in the classics. **Completion of a summer assignment prior to the first day of class is expected.**

Spanish I

Prerequisite: None

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Spanish I students will engage in novice low levels of interpersonal speaking and writing, presentational speaking and writing, as well as interpretive reading and listening. The core of the course is grammar study and its use in conversational skills. An overview of Hispanic countries and historical characters are included in the cultural study. Classwork and projects promote communication skills, cultural awareness, and connections with other disciplines. Students are expected to dedicate at least 30 minutes daily to class preparation.

Spanish I Advanced

Prerequisite: Teacher recommendation and/or successful completion of another language class

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Spanish I Advanced students will engage in novice low to mid levels of interpersonal speaking and writing, presentational speaking and writing, as well as interpretive reading and listening. The core of the course is grammar study and its use in conversational skills. An overview of Hispanic countries and historical characters are included in the cultural study. Classwork and projects promote communication skills, cultural awareness, and connections with other disciplines. Students are expected to dedicate at least 30 minutes daily to class preparation.

Spanish II

Prerequisites: Spanish I (or Advanced Spanish I) with an 80+ and/or teacher recommendation

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Spanish II students will engage in novice mid to high levels of interpersonal speaking and writing, presentational speaking and writing, as well as interpretive reading and listening. The core of the course is grammar study and its use in conversational skills. An overview of Hispanic countries and historical characters are included in the cultural study. Classwork and projects promote communication skills, cultural awareness, and connections with other disciplines. Students are expected to dedicate at least 30 minutes daily to class preparation.

Advanced Spanish II

Prerequisites: Spanish I (or Advanced Spanish I) with a 90+ and/or teacher recommendation

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Spanish II Advanced students will engage in novice high levels of interpersonal speaking and writing, presentational speaking and writing, as well as interpretive reading and listening. Students will be challenged to synthesize all previously learned material. Hispanic cultures will be explored through classroom activities, internet activities and research. Students will be required to use Spanish in their daily interactions in class with the teacher and other students. Students should be able to extend what they have learned outside the classroom and become more motivated independent learners and researchers. Students should be highly motivated and intend to continue their language study to the highest level. The study of AP global themes will be emphasized in the class through activities, projects, and assessments. Students are expected to dedicate at least 30 minutes daily to class preparation.

Spanish III

Prerequisites: Spanish II (or Adv Spanish II) with an 80+ and/or teacher recommendation

Grade Levels: 9-12

Credits: 1 Foreign Language Credit

Spanish III students will engage in intermediate mid to high levels of interpersonal speaking and writing, presentational speaking and writing, as well as interpretive reading and listening. After a brief review of the basic grammar structures previously acquired, the course emphasizes the development of skills in narration, expressing hopes and wishes, and reporting facts in the past. Students are expected to work on independent and group projects that develop communicative skills, cultural awareness, and connections with other disciplines studied. Classroom instruction is primarily in Spanish with brief grammar explanations in English. Students are expected to dedicate at least 30 minutes daily to class preparation

Spanish III Honors DE (SPA 201/202)

Prerequisite: Spanish II (or Advanced Spanish II) with a 90+ and/or teacher recommendation; Passing VPT scores (or exemption) required for Dual Enrollment

Grade Levels: 9-12

Credits: 1 Foreign Language Credit; 6-8 College Credits if taken as Dual Enrollment

Spanish III Honors students will engage in intermediate high levels of interpersonal speaking and writing, presentational speaking and writing, as well as interpretive reading and listening. Students will focus on AP global themes throughout the course in order to prepare for success in the upper levels of Spanish. The course emphasizes the development of skills in narration, expressing hopes and wishes, and reporting facts in the past. Students are expected to work on independent and group projects that develop communicative skills, cultural awareness, and connections with other disciplines studied. Students will be required to use Spanish in their daily interactions in class with the teacher and other students. Students are expected to dedicate at least 30 minutes daily to class preparation. **Completion of a summer assignment prior to the first week of class is expected.** This summer assignment will provide a brief review of Spanish II grammar concepts.

Spanish IV Honors DE (SPA 203/204)

Prerequisites: Spanish III (Spanish III Honors) with a 90+ and/or teacher recommendation; Passing VPT scores (or exemption) required for Dual Enrollment

Grade Levels: 10-12

Credits: 1 Foreign Language Credit; 6-8 College Credits if taken as Dual Enrollment

Spanish IV Honors students will engage in intermediate mid to high interpersonal speaking and writing, presentational speaking and writing as well as interpretive reading and listening. This course is designed to introduce the student to the history and literature of Spain and Latin America and to the advanced structures of the Spanish language. Listening, reading, speaking, and writing activities are designed to challenge highly motivated individuals. Students acquire cultural competency through historical, literary, and journalistic readings as well as by viewing authentic video and film samples from various Spanish-speaking countries. Individual and group projects that enhance language and cultural acquisition are assigned each quarter. Additionally, students

must use Spanish as the language of communication on a daily basis. Students will focus on AP global themes throughout the course in order to prepare for Spanish V AP. The pace of this course is designed to match the intensity of college level study. Students are expected to dedicate at least 30 minutes daily to class preparation. **Completion of a summer assignment prior to the first week of class is expected.**

Spanish V AP DE (SPA 211/212)

Prerequisites: Spanish IV Honors with a 90+ and/or teacher recommendation; Passing VPT scores (or exemption) required for Dual Enrollment

Grade Levels: 10-12

Credits: 1 Foreign Language Credit; 6-8 College Credits if taken as Dual Enrollment

Spanish V AP students will engage in intermediate high interpersonal speaking and writing, presentational speaking and writing as well as interpretive reading and listening. This course is designed for the student who has reached an advanced level of language development and is able to acquire information about the Spanish world through literature, film, periodicals and fine arts. Students are expected to complete projects and to make extensive presentations on topics of personal, political, literary, and artistic interest. Communication skills are enhanced through consistent use of the Spanish language both in and outside of the classroom. The course will emphasize preparation for the Advanced Placement examination, employing exercises and materials designed by the College Board and by the teacher. AP students will focus on the AP global themes throughout the year. AP activities include preparation of in-depth oral reports, completion of practice tests and voice recordings in addition to Podcasts and weekly news articles. Reading selections correspond to a survey of Spanish and Spanish American literature. Grammar is reviewed and perfected in the context of the literary selection under discussion. Selections are taken from actual texts designed for native speakers as well as from AP texts. Willingness to perfect language skills both in and outside of the classroom will contribute significantly to student success. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May. A score of 3 or higher on the AP Spanish Language and Culture exam will qualify students to earn the Virginia Seal of Biliteracy. Students are expected to dedicate at least 30 minutes daily to class preparation. **Completion of a summer assignment prior to the first week of class is expected.**

Spanish VI DE (SPA 233/234)

Prerequisites: Spanish V AP; Passing VPT scores (or exemption) required for Dual Enrollment

Grade Levels: 12

Credits: 1 Foreign Language Credit; 6-8 College Credits if taken as Dual Enrollment

SPA 233 - Introduction to Spanish Civilization & Literature I-II Spanish VI introduces the student to Spanish culture and literature. Readings and discussions are conducted in Spanish. Spanish VI students will engage in advanced low interpersonal speaking and writing, presentational speaking and writing as well as interpretive reading and listening. This course is designed to give advanced students the opportunity to refine and increase their abilities to write, read, and speak Spanish. The course will have a strong emphasis on oral proficiency. Cultural and literary readings and selected Spanish-language films are among the materials on which class discussion and assignments may be centered. A grammar review, focused mainly on typical areas of difficulty, will be included. The course will be conducted entirely in Spanish. Students are expected to dedicate at least 30 minutes daily to class preparation.

Completion of a summer assignment prior to the first week of class is expected.

Prerequisite SPA 202 or equivalent. Part I of II

SOCIAL SCIENCE AND LANGUAGE ARTS ELECTIVES

Introduction to Philosophy (Dual Enrollment)

Prerequisites: Passing VPT scores (or exemption) required for Dual Enrollment credit

Grade Levels: 10-12

Credits: 1 Elective Credit; 3 College Credits if taken for Dual Enrollment

This course is survey of philosophy including reading selections from Plato, Socrates, Aristotle, Kant, Hume, Descartes, Hobbes, Locke, and others. The course would consider the question of ethics as address by philosophers throughout history, various perspectives on human existence and perspective, and basic logic. Students would read selections, complete research projects and presentations, and develop their own philosophical perspective.

Sociology Honors

Prerequisites: B average in immediately previous social studies course

Grade Levels: 11 -12

Credits: 1 Elective Credit

Students examine the way people interact with one another in society. Sociology involves learning about relationships within groups, relationships within social institutions, and the organization of societies. Many different topics such as social stratification, family, work, age, gender, religion and health are explored. Additionally, relevant and current social issues are studied. There are many homework assignments, research projects, essays, and presentations, so the student must be prepared to work outside of class. **Completion of a summer assignment prior to the first week of class is expected.**

Creative Writing

Prerequisite: Students must truly enjoy writing and be dedicated to the process of improvement

Grade Levels: 10-12

Credits: 1 Elective Credit

The course is designed to help highly motivated students write better in a writing workshop format. The class discusses the many sources of creative writing ideas, how to start writing, how to let a piece take on a life of its own, the power of using images from all senses; the importance of using the sounds of words; the importance of using precise diction; the effects of cadence and rhythm on meaning; the effects of forms, patterns and structures; the development of story, character, setting and point of view. The class will discuss model pieces, write their own, read them aloud, share their observations of others' work and revise their own pieces in a workshop setting. The class will free-write to designated prompts, engage in group writing exercises, write observations in journals, distill these ideas into pieces which can be discussed in workshop and then be revised several times. Students should produce several poems or several pages of story each week. Students will be encouraged to publish their work. Students who do well in the class and want to repeat it may do so with approval from the teacher.

Journalism I

Prerequisites: Students must demonstrate good writing skills; completion of application; teacher recommendation

Grade Levels: 10-12

Credits: 1 Elective Credit

This course is designed to teach the principles, techniques, and processes used in publishing a high-quality student newspaper. All students are required to write, revise, sell advertisements, participate in layout, take pictures and sell newspapers. Much of the work takes place outside the class on the student's own time. Students need to be highly motivated, curious, independent, creative, prompt, personable, and dependable. This class combines academic classroom work, teamwork, and business skills.

Journalism II

Prerequisites: Journalism I; teacher recommendation

Grade Levels: 11-12

Credits: 1 Elective Credit

This course provides students with the opportunity to develop further the skills learned in Journalism I. Students are given increased responsibility and opportunity for leadership.

Journalism III

Prerequisites: Journalism II; teacher recommendation

Grade Level: 12

Credits: 1 Elective Credit

This course allows students to enhance the skills of writing, editing, ad design, ad sales, layout and photography already developed in Journalism I and II. The knowledge gained in the two previous years enables third-year students to develop more creativity and individuality in their leadership and in their peer-teaching of first and second-year students.

FINE AND PERFORMING ARTS

Art I

Prerequisites: No previous art class is necessary; however, the student should have an interest in art

Grade Levels: 9-12

Credits: 1 Fine Arts Credit

In this foundation course, students are given the opportunity to explore the elements of art: line, color, shape, form, texture, value, and volume. Art history and appreciation are included in this course. There are sketchbook assignments that students will be expected to complete during one class period.

Art I Advanced

Prerequisites: No previous art class is necessary; however, the student should have a strong interest in art, be highly motivated, and possess a strong work ethic and a commitment to the creative learning process.

Grade Levels: 9-12

Credits: 1 Fine Arts Credit

In this course, students are given the opportunity to explore the elements of art: line, color, shape, form, texture, value, and volume. There is a strong emphasis on drawing and painting. Art history and appreciation are included in this course. There are weekly sketchbook (homework) assignments in which the students are expected to spend a minimum of 45 minutes on each drawing. Sketchbooks are an essential part of the curriculum and should be taken seriously. During the second semester, students will create work involving the principles of design: repetition, variety, balance, emphasis, rhythm, movement, and proportion. The rigorous curriculum includes more advanced painting and drawing assignments, as well as printmaking and sculpture. **Completion of a summer assignment prior to the first day of class is expected.**

Art II

Prerequisites: Completed Art 1 with an 80+ or higher; teacher recommendation

Grade Levels: 10-12

Credits: 1 Fine Arts Credit

Art II students continue to build upon the basics of Art I. Students also explore a variety of new media in drawing, acrylic painting, screen printing and sculpture. Art appreciation is an integral part of the class and is often a basis for many assignments. Weekly sketchbook assignments are required and are completed outside of class. Students are expected to spend a minimum of 45 minutes to an hour for each sketchbook. Students should have a sincere interest and desire to continue in this next level of advanced visual arts.

Art III

Prerequisites: Completed Art II with an 80+ or higher; teacher recommendation

Grade Levels: 11-12

Credits: 1 Fine Arts Credit

Art III is designed for the serious art student who enjoys this subject and/or desires to pursue this area as a career choice. Students use more sophisticated materials and techniques in drawing, painting and sculpture. Art appreciation and analysis is an integral part of this class. The study of architecture and period styles is the focus of one nine weeks. This is the class in which the artist chair assignment is required whereby students design and paint a chair based on the work of a particular artist. There are weekly sketchbook assignments in which the student is expected to spend a minimum of one hour on each study. Students are assisted in preparing college portfolios.

Art IV

Prerequisites: Completed Art III with an 80+ or higher; teacher recommendation

Grade Levels: 12

Credits: 1 Fine Arts Credit

This course is designed for the serious art student who may be considering an art career or who would enjoy the highest level of in-depth studies involving sophisticated materials and techniques. Art appreciation and analysis continues to be an integral part of the curriculum. Weekly writing assignments will correspond to the study of art periods, styles and artists. Students are assisted in preparing college portfolios. In this level, students are offered the opportunity to work in drawing, painting, printmaking and sculpture. In addition to the weekly writing assignments there are weekly sketchbooks for which the students are expected to spend one to two hours of work.

Decorative and Functional Art

Prerequisites: None

Grade Levels: 10-12 (with preference given to 11 & 12)

Credits: 1 Fine Arts Credit

This course is an introduction to decorative and utilitarian crafts. Students are given the opportunity to work with a variety of materials, tools and projects. The importance of good craftsmanship is stressed for each assignment. During the first semester, students study masks in various cultures and create paper-craft masks. They have the opportunity to work with polymer clay. A unit on fibers will focus on weaving, wrapped basketry and reed basketry. Students create works based on the cultures of the Huichol and Cuna Indians with Huichol bead art and paper molas. The second semester is focused on stained glass mosaics, fused glass, Ukrainian eggs, direct dye silk painting, batik and gourd decoration. Occasionally, art appreciation is included when certain units are introduced. Students should be willing to try a variety of materials and be respectful of tools.

Ceramics

Prerequisites: None

Grade Levels: 11-12

Credits: 1 Fine Arts Credit

This course is designed to introduce you to hand built and wheel thrown techniques. It is expected that you have an interest in ceramics and are willing to work in this one medium for an entire year. Traditional and experimental sculpture techniques are explored, as well as various decorative finishes. Each nine weeks, students will have a wheel required project. Additionally, students will learn how a kiln functions and participate in a firing.

Digital Photography

Prerequisites: None

Grade Levels: 10-12

Credits: 1 Fine Arts Credit

This course is designed to teach students how to take and print interesting, fine art photographs with digital cameras. This course includes instruction in composition, digital technology, archival printing and the history of photography. Students who take this course must have strong time management skills. They will be required to take 50-100 photographs per week independently outside of class in order to have adequate choices for their assignments.

Photojournalism I, II, III, IV

Prerequisites: Completion of an acceptable application essay for entry into the first year

Grade Levels: 10-12

Credits: 1 Fine Arts Credit

Students learn the principles, techniques, and processes used in publication. They apply these skills to the production of our award-winning yearbook. Students study formatting, copy-writing, layout design, photography, proofreading, editing, and financial applications. Using a page-layout program and Adobe Photoshop, students produce the yearbook using digital computer technology. Students are involved in ad sales in the community, yearbook sales and distribution, and financial recordkeeping for a substantial budget. Successful participation in

Photojournalism I, II, and III requires the ability to work both independently and cooperatively with a minimum of adult supervision. Some after-school work is required. There is a substantial amount of interaction with the community (both personally and by telephone) and with other students and teachers in the high school. The most important requirement for continued success in this program is the student's willingness to make a year-long commitment to the yearbook and to meeting publication deadlines. Students in second- and third-year classes accept leadership and responsibility for creative design and copy development. They work with first-year students to assist in skills development.

Theatre Arts Exploration

Prerequisites: None

Grade Levels: 9-12

Credits: 1 Fine Arts Credit

This course is designed to give students a general survey of drama as an art form. Students study the evolution of theatre styles, play and character analysis, playwriting, and play directing through the reading and viewing of various works. Beginning acting techniques are taught, improvisational scenes are developed, and basic technical theatre is introduced. Students must be willing to perform, as well as to complete, written assignments in theatre history and terminology.

Advanced Theatre Arts

Prerequisites: Theatre Arts Exploration; teacher recommendation

Grade Levels: 10-12

Credits: 1 Fine Arts Credit

This course, a more detailed continuation of Theatre Arts Exploration, is designed for the student with an interest in advanced acting, directing or technical theatre. Students continue with skills from previous drama coursework and assume significant acting, directing or production responsibilities for student productions. Each semester culminates with an independent project.

Theatrical Production

Prerequisites: Advanced Theatre Arts; teacher recommendation

Grade Levels: 11-12

Credits: 1 Fine Arts Credit

Students continue the study of theatrical styles with a more practical, hands-on approach; with more advanced work in acting and/or directing; and with class presentations. Each semester each student produces a major individual project in the area of acting, playwriting, directing, theatre history, or technical theatre. Students contemplating a future in theatre develop a repertoire of audition materials and directing credits.

Chorus

Prerequisites: Vocal range testing with the director

Grade Levels: 9-12

Credits: 1 Fine Arts Credit

This class is designed to give students the opportunity to experience music performance as a member of a mixed chorus. Upon selections, students will be placed into the group as one of four voice parts: Soprano/Alto (females), or Tenor/Bass (males). This chorus will rehearse and perform pieces from a variety of musical styles and composers. Students will learn to follow musical notation, recognize time and key signatures, and to sing as part of large and small ensembles. Students will also learn to use appropriate posture and breathing techniques, to sing music containing two or more parts, and to respond vocally to conducting gestures and expressive signals. This ensemble will also learn how to execute expected rehearsal and performance etiquette

Concert Band

Prerequisites: Audition (for chair placement) and acceptance required

Grade Levels: 9-12

Credits: 1 Fine Arts Credit

This course is designed to build upon skills learned in prior years of instrumental experience. This course will continue to focus on balance, blend, intonation, and style. Students will further their study of scales (major and minor), instrumental tone studies, instrumental technique studies, and will sight-read and prepare music of VBODA Grade III or higher. Students will have the opportunity to perform as a group for concerts, festivals, performance trips, and other functions both inside and outside of RCHS.

Jazz Band

Prerequisites: Audition and acceptance required

Grade Levels: 9-12

Credits: 1 Fine Arts Credit

This class explores the playing and performing of various jazz music styles. The students will study and perform music designed for the traditional big band or jazz combo ensembles, depending upon enrollment and/or instrumentation. Students will also have the opportunity to study improvisation as individuals and as a part of the ensemble. The instrumentation for this class is open to the following instruments: Two alto saxophones, two tenor saxophones, 1 baritone saxophone, four trumpets, four trombones, piano, guitar, bass, and two drum set percussion students. These students will have the opportunity to perform at concerts, festivals, performance trips, and other functions both inside and outside of RCHS

Wind Ensemble

Prerequisites: Audition and acceptance required

Grade Levels: 10-12 (wind instrument players only), 9-12 for percussionists

Credits: 1

This group will be by audition only and the number of students selected will be based off of the director's best judgment and for the betterment of the balance of the ensemble. This course will continue to focus on balance, blend, intonation, and style. Students will further their study of scales (major and minor), instrumental tone studies, instrumental technique studies, and will sight-read and prepare music of VBODA Grade III or higher. Students will have the opportunity to perform as a group for concerts, festivals, performance trips, and other functions both inside and outside of RCHS. Students must be aware that there may be instances where they are called on to play with the Concert Band to create a fuller sound. All percussionists will be in this ensemble, no matter the grade level, but will still be expected to play/prepare percussion music for both ensembles.

Marching Band

Prerequisites: 7th grade band and teacher recommendation

Grade Levels: 8-12

Credits: 1 Semester Fine Arts Credit (1st semester class only)

The award-winning Rockbridge County High School Marching Wildcats are the most visible performing group of the entire RCHS Music Department. This group consists of all woodwind and brass instruments, as well as battery percussion (marching drumline), and keyboard and auxiliary percussion as well. This group gets the incredible opportunity to perform at all RCHS home football games, as well as various parades, festivals, some away football games, and marching competitions throughout the state. The Marching Wildcats rehearse during a 2 week band camp at RCHS before the start of the school year (1 week of "Rookie" camp for new marchers, 1 week Color Guard and Percussion Camp, and 1 week of Full Band Camp), and 3-4 days a week after school each week when school is in session. Being a member of the Marching Wildcats is an incredible opportunity to form life-long friendships, develop personal characteristics of teamwork and cooperation, and to have a lot of fun performing a great show with your peers.

CAREER AND TECHNICAL EDUCATION COURSES

Solutions STEM Academy

The Solutions STEM Academy offers real-world, practical, hands-on learning experiences for students. Science, Technology, Engineering, and Math concepts are infused into the Solutions curriculum to create an active and engaging course of study along three different pathways; agriculture, renewable energy, and environmental technology. Each pathway will be introduced over a three-year period beginning with 21st Century Agriculture in Fall, 2017.

21st Century Agriculture

The *Solutions* 21st Century Agriculture program focuses on the many opportunities that await students in agriculture and related science careers. Advanced technology applications are explored including the use of drones, robots, and alternative energy. Strong emphasis is placed on agriculture as an entrepreneurial enterprise. Two full years of agriculture courses are required in order to become a program completer. Students are encouraged to participate in FFA (Future Farmers of America) to practice skills learned in the classroom.

Agriculture I: Applied Agricultural Concepts

Prerequisites: None

Grade Levels: 8-10

Credits: 1 CTE Credit

Students learn fundamental agricultural competencies needed for rural or urban living and the establishment or management of a sustainable farm. Areas of instruction include animal systems; maintenance of equipment; farm skills including plumbing, electrical wiring, metalworking, and carpentry fundamentals; and crop production. The course also incorporates the study of soil fertility, soil and water conservation, and cultural practices for shrubs, lawns, gardens, and fruit trees. The course emphasizes leadership development activities and participation in FFA activities.

Agriculture II: Biological Applications in Agriculture Dual Enrollment (HRT 100)

Prerequisites: Agriculture I; teacher approval; and passing scores on the VPT (or exemption) required for Dual Enrollment; Application and admittance required.

Grade Levels: 9-11

Credits: 1 CTE Credit, 3 College Credits if taken for Dual Enrollment

This course is designed to integrate science and technology into the agricultural education setting. Students explore the biological principles associated with an agriculture business by focusing on both animal and crop production. Students will use advanced technology in a project-based learning format. This course earns 6 dual enrollment credit hours from DSLCC upon successful completion.

Agriculture III: Crop Production and Horticulture Science Dual Enrollment (HRT 121 and HRT 122)

Prerequisites: Agriculture II; teacher approval; and passing scores on the VPT (or exemption) required for Dual Enrollment

Grade Levels: 10-12

Credits: 1 CTE Credit, 6 College Credits if taken for Dual Enrollment

Through laboratory and other project-based activities, students apply scientific principles to the important role of crop production on a profitable farm. Students will learn how to grow high-value crops in multiple settings including greenhouse operations, hoop houses, hydroponics, and field-grown. Land conservation, composting, and plant selection will be emphasized. Advanced technology applications such as drones, robots, and automation play a significant role in this course. Although the focus is crop production, students will continue to develop skills in animal systems. This course earns 6 dual enrollment credit hours from DSLCC upon successful completion.

Agriculture IV: Operating the Farm Business Dual Enrollment (HRT 195)

Prerequisites: Agriculture III; teacher approval; and passing scores on the VPT (or exemption) required for Dual Enrollment

Grade Levels: 11-12

Credits: 1 CTE Credit; 3 College Credits if taken for Dual Enrollment

This capstone course develops the skills students will need to plan, start, and operate a profitable farm business. Students continue to apply advanced technology while becoming proficient in animal and crop production, operating and maintaining farm machinery and equipment, planning and constructing farm buildings and facilities, budgeting and finance, and marketing. Students will appreciate farming as an entrepreneurial enterprise. Continued emphasis is placed on leadership through FFA membership and activities. A comprehensive capstone project is required. This course earns 6 dual enrollment credit hours from DSLCC upon successful completion.

Forestry and Wildlife Ecology Dual Enrollment (FOR 105) [This elective course will be offered in alternating years]

Prerequisites: Agriculture I; teacher approval; and passing scores on the VPT (or exemption) required for Dual Enrollment

Grade Levels: 10-12

Credits: 1 CTE Credit; 4 College Credits if taken for Dual Enrollment

Studies the interrelationships of organisms and the natural and cultural environment with emphasis on human influences, ecological structures, survey of populations, communities and ecosystems. It provides an introduction to different fields of Forestry and an understanding of the goods and services, both direct and indirect, which are a benefit of a healthy and thriving forest ecosystem. Dual Enrollment Option with DSLCC: Four (4) credit hours are granted by DSLCC upon satisfactory completion of this course.

Mechanics & Basic Animal Science [This elective course will be offered in alternating years]

Prerequisites: Agriculture I; teacher approval

Grade Levels: 9-12

Credits: 1 CTE Credit

This course is recommended as a follow-up course for students who have completed Agriculture I but did not advance to Agriculture II. Students will study animal science, animal production, power, woodworking, and metalworking. Students further develop skills in urban and rural living, leadership, and resource conservation.

Agricultural Entrepreneurship: Cooperative Education

Prerequisites: Agriculture I; student application; teacher approval

Grade Levels: 12

Credits: 1 CTE Credit

Cooperative education is a work-based learning method that combines previous classroom instruction with paid employment in the agricultural industry that is directly related to the student's career objectives. The school and the host employer coordinate the instruction and employment so that each contributes directly to the student's career objectives and employability.

Students may earn credit toward graduation for cooperative education experiences, and they normally work between 11 and 15 hours per week to achieve a minimum of 396 hours. An application for co-op is required, limited seats are available.

Small Animal Care

Students in the Small Animal Care program learn how to care for and manage small animals ranging from rodents to birds to household pets. The three-course program progresses through increasingly more challenging content ending with veterinary science which prepares students for careers in animal hospitals or related facilities. Students are encouraged to participate in FFA to further develop and practice skills learned in the classroom.

Small Animal Care I

Prerequisites: None

Grade Levels: 9-11

Credits: 1 CTE Credit

Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, evaluation, training and, when applicable, showmanship. Course content also includes instruction in the tools, equipment and facilities for small animal care and provides activities to foster leadership development.

Small Animal Care II

Prerequisites: Small Animal Care I, teacher approval

Grade Levels: 10-12

Credits: 1 CTE Credit

Students advance their skills in the care and management of small animals, focusing on the specific needs of various breeds. Instruction includes grooming and handling animals, as well as technical functions related to animal health. The course includes office-management instruction and affords students the opportunity to practice leadership skills.

Veterinary Sciences

Prerequisites: Small Animal Care II, teacher approval

Grade Levels: 11-12

Credits: 1 CTE Credit

This course provides students with the employability and technical skills needed to succeed in postsecondary education and a career in veterinary medicine or in a related occupation. Course content will include instruction in the use of tools, equipment, and facilities for veterinary medicine. Business management, leadership, and FFA activities are included in the course. Students enrolled in the course should have a strong background in math and science and knowledge of small animal care.

Equine Sciences

Prerequisites: Small Animal Care I or Agriculture I, teacher approval

Grade Levels: 10-12

Credits: 1 CTE Credit

In this course students learn how to care for and manage horses. Equine health, nutrition, management, reproduction, training, evaluation and showmanship are the major instructional areas. In addition, course content includes instruction in the tools, equipment, and facilities for equine enterprises. Business management topics include the economics of boarding, training and merchandising horses.

BUSINESS AND INFORMATION TECHNOLOGY

All business courses are excellent electives for college bound students as well as students planning to enter the work force after high school. To be a business completer, students must complete two full credits of business courses. Economics and Personal Finance (a graduation requirement) cannot count toward a business completer sequence. Three pathways are offered; information technology, entrepreneurship, and business finance.

Economics and Personal Finance

Prerequisites: None

Grade Levels: 11-12

Credits: 1 Credit

This class will prepare students for a financially independent life beyond high school. Students will explore strategies for a job, budgeting, using credit wisely, buying cars and houses, and investing in the future. In addition, students will examine the fundamentals of a market economy, including the laws of supply and demand, production and consumption of goods and services, money and banking, and government spending and taxation.

Economics and Personal Finance Honors/Dual Enrollment (FIN 107)

Prerequisites: Passing scores on the VPT (or exemption) required for Dual Enrollment

Grade Levels: 11-12

Credits: 1 CTE Credit; 3 College Credits if taken for Dual Enrollment

This course provides a comprehensive survey of the principles of economics, with special emphasis on the American economy and its participation in world markets. It examines the fundamental operations of a market economy, including the laws of supply and demand, the production and consumption of goods and services, gains from trade, market efficiency, forms of business organization, market structure, money and banking and government spending and taxation.

Principles of Business and Marketing

Prerequisites: None

Grade Levels: 9-10

Credits: 1 Semester CTE Credit

This introductory course provides an overview of important concepts in the world of business and in the global economy. Students will learn types of business ownership, the role of management, and marketing functions. Students will investigate technological trends in business and marketing and will develop communication and interpersonal skills. An introduction to basic financial concepts will provide a strong background for students as they prepare to make sound decisions as consumers, wage earners, and citizens.

Computer Applications

Prerequisite: None

Grade Levels: 9-10

Credits: 1 Semester CTE Credit

This semester course is designed to help students gain the skills and knowledge they will need to effectively use computers in today's society. Students develop or review correct keyboarding techniques. Students will explore how computers work, the Internet, and file management using Microsoft Windows. Students will complete various projects to develop skills in word processing, graphics, spreadsheets, presentations, and databases using Microsoft Office programs.

Computer Information Systems Dual Enrollment (ITE 115)

Prerequisites: Computer Applications; instructor approval; passing scores on the VPT (or exemption) required for Dual Enrollment

Grade Levels: 9-12

Credits: 1 CTE Credit; 3 College Credits if taken for Dual Enrollment

This year-long course is designed to help students master the skills and knowledge they will need to effectively use computers in business and in life. Students will complete various projects in word processing, spreadsheets, databases, and multimedia presentations using Microsoft Office programs. Microsoft Office Specialist (MOS) training and testing for industry certification will be offered in this course. This course is foundational for students who wish to pursue careers in Business, Computer Science, Cybersecurity, or Information Technology fields.

Design, Multimedia, and Web Technologies

Prerequisites: Computer Applications; instructor approval

Grade Levels: 9-12

Credits: 1 CTE Credit

This course offers students more advanced training in designing projects and presentations using desktop publishing, multimedia presentation, Web page design, graphic design and video editing software. Students will design projects such as newsletters, business cards, and brochures using Microsoft Word and Microsoft Publisher. Students will develop and deliver multimedia presentations using Microsoft PowerPoint. Students will prepare and be tested for industry certification as a Microsoft Office Specialist in Microsoft PowerPoint.

Cybersecurity (May be offered as Dual Enrollment)

Prerequisites: Computer Information Systems; instructor approval; passing scores on the VPT (or exemption) required for Dual Enrollment

Grade Levels: 11-12

Credits: 1 CTE Credit; 3 College Credits if taken for Dual Enrollment

This course introduces student to the expanding career field of cybersecurity. Students will explore the foundations of cybersecurity and investigate cybersecurity careers. Skills will be developed in the areas of social engineering, personal cybersecurity, network security, threat mitigation, and cyber forensics. This course serves as a capstone course for the information technology program as well as a gateway course for students pursuing a college degree in cybersecurity.

Accounting

Prerequisites: None

Grade Levels: 10-12

Credits: 1 CTE Credit

Accounting is a highly beneficial course for students planning to pursue business majors in college, as well as students who would like to own or manage a business. This full year course introduces the basic accounting principles for a business. Topics include completing the accounting cycle with end-of-period statements, banking and cash control, and payroll. Employment in the field of accounting continues to grow and offers rewarding pay. Students will explore the excellent career opportunities that are available to graduates with an accounting background.

Entrepreneurship Education

Prerequisites: Computer Applications; Principles of Business & Marketing; instructor approval

Grade Levels: 10-12

Credits: 1 CTE Credit

This course introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning an innovative business and living the entrepreneurial lifestyle. Small business marketing will be a primary focus. Students will develop skills through real-world projects including establishing and operating a school-based enterprise.

Entrepreneurship Education, Advanced

Prerequisites: Entrepreneurship Education; instructor approval

Grade Levels: 11-12

Credits: 1 CTE Credit

This course is designed for students who wish to concentrate on advanced strategies for entrepreneurship, building upon concepts introduced in Entrepreneurship Education. The focus of the course is on development of a business plan and small business management. Students will establish, market, and maintain a small business as a capstone project for the entrepreneurship program pathway.

Entrepreneurship: Cooperative Education

Prerequisite: Completed or enrolled in a CTE program; application, co-op teacher approval

Grade Level: 11-12

Credits: 1 CTE Credit with opportunity for additional credit for employment

Designed to give students the opportunity to learn through supervised work experience, this one-credit course integrates students' educational activities in CTE programs with on-the-job training. Co-op students are guided by a formal, individualized, written training plan with approved work site employers. These plans define specific academic and workplace skills to be mastered during the 11-15 hours per week of work experience. Formal and informal evaluations of student progress, including feedback from employers, are completed.

FAMILY AND CONSUMER SCIENCE

This program provides youth with a set of experiences to prepare them for adulthood; to become competent in the management of their individual, family, and work lives; and to apply these skills to jobs and careers. The program is based on what students need to know and on what they are able to do in order to be competent in the demanding, challenging, and changing world of the family. The curriculum for the program includes the development of the process skills of managing work and family life, solving personal and family problems, relating to others, and assuming a leadership role as a responsible citizen. The course content focuses on six areas that reflect the practical problems faced as part of the world of the family. The following courses have been developed with the intent of teaching the content through higher order thinking skills, specifically the practical reasoning approach.

Individual Development

Prerequisites: None

Grade Levels: 9-12

Credits: 1 Semester CTE Credit

Students enrolled in Individual Development focus on encouraging personal potential of self and others throughout the life span; enhancing positive views of self and others; managing stressful situations; formulating a plan to achieve career goals; forming healthy, caring relationships with family members and peers; managing conflict; choosing responsible ways to express oneself; and evaluating the importance of leadership to individuals, families, and society. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of individual mental, emotional, and physical health are emphasized. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content.

Nutrition and Wellness

Prerequisites: None

Grade Levels: 9-12

Credits: 1 Semester CTE Credit

Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs; choosing foods that promote wellness; obtaining and storing food for self and family; preparing and serving nutritious meals and snacks; selecting and using equipment for food preparation; and identifying strategies to promote optimal nutrition and wellness of society.

Leadership Development

Prerequisite: None

Grade Levels: 9-12

Credits: 1 Semester CTE Credit

Students develop competencies in identifying individual aptitudes in relation to effective leadership skills, understanding organizational behavior, using effective communication in the workplace, handling human resources and organizational problems, supervising and training employees, resolving conflict, and planning for the future. Continuing education in leadership is emphasized as well as practical leadership experiences in cooperation with school and community leaders.

Family Relations

Prerequisites: None

Grade Levels: 9-12

Credits: 1 Semester CTE Credit

Students enrolled in Family Relations focus on analyzing the significance of the family, nurturing human development in the family throughout the life span, analyzing factors that build and maintain healthy family relationships, developing communication patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families across the life span.

Life Planning

Prerequisites: None

Grade Levels: 11-12

Credits: 1 CTE Credit

Life Planning equips students with the skills to face the challenges in today's society. Students will develop a life-management plan which includes developing career, community, and life connections; applying problem-solving processes to life situations; creating and maintaining healthy relationships; career planning; financial planning; examining components of individual and family wellness; and demonstrating leadership within the community. Critical thinking and practical problem solving are emphasized through relevant life applications.

CULINARY, HOSPITALITY, TOURISM, AND RECREATION

The Culinary, Hospitality, Tourism, and Recreation program prepares students for employment and entrepreneurial opportunities in culinary, lodging, recreation, and tourism pathways. Students begin with two foundational courses; Introduction to Culinary Arts and Introduction to Hospitality, Tourism, and Recreation. Students may then choose to follow a culinary track or hospitality-tourism track through progressive courses.

Introduction to Hospitality, Tourism, and Recreation

Prerequisites: None

Grade Levels: 9-10

Credits: 1 Semester CTE Credit

Students enrolled in Introduction to Hospitality, Tourism, and Recreation focus on developing professional skills and using emerging technologies to prepare for employment in this global industry, rich in diverse career opportunities. The program includes instruction in the industries of lodging, food and beverage, travel and tourism, and recreation and fitness. Teachers highlight the basic skills of mathematics, science, and technology when appropriate. This course is designed to be taken with Intro to Culinary Arts.

Introduction to Culinary Arts

Prerequisites: None

Grade Levels: 9-10

Credits: 1 Semester CTE Credit

The Introduction to Culinary Arts curriculum provides students with opportunities to explore career options and entrepreneurial opportunities within the food service industry. Students investigate food safety and sanitation, explore culinary preparation foundations, practice basic culinary skills, explore diverse cuisines and service styles, investigate nutrition and menu development, and examine the economics of food. The curriculum places a strong emphasis on science and mathematics knowledge and skills. This course is designed to be taken with Intro to Hospitality, Tourism, and Recreation.

Culinary Arts I

Prerequisites: Introduction to Culinary Arts; teacher approval

Grade Levels: 10-11

Credits: 2 CTE Credits

In Culinary Arts I, students begin the foundations for a comprehensive knowledge of the food service industry and with opportunities to build technical skills. Students examine and practice basic rules and procedures related to kitchen and food safety, kitchen sanitation procedures, and emergency measures. Students explore the purchasing and receiving of goods and study fundamental nutritional principles and guidelines. As they explore food-preparation techniques, students practice applying these techniques to the preparation and serving of basic food products. The ServSafe Food Handler Course and Certification Test will be utilized during this course to insure student knowledge of the content area while applying basic Career & Technical Education skills.

Culinary Arts II Dual Enrollment (HRI 158)

Prerequisites: Culinary Arts I; teacher approval; passing scores on the DSLCC placement tests (or exemption) if taken for Dual Enrollment

Grade Levels: 11-12

Credits: 2 CTE Credits; 3 College Credits if taken for Dual Enrollment

In Culinary Arts II, students continue to build on the opportunities to acquire a comprehensive knowledge of the food service industry as well as to expand their technical skills. Students practice kitchen safety and sanitation, apply nutritional principles to food preparation and storage, perform a wide range of more advanced food-preparation techniques including manger and baking, refine their dining room serving skills, develop menus, perform on-site and off-site catered functions, and strengthen their business and math skills. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Industry certification is offered using the ServSafe Food Safety and Sanitation Certification Course Materials, Content, & Certification Exam.

Culinary Arts III

Prerequisites: Culinary Arts II; Teacher Recommendation

Grade Levels: 11-12

Credits: 1 CTE Credits

The Culinary Arts III course provides students with an opportunity to continue to obtain comprehensive knowledge of the food service industry as well as to expand their technical skills in a food service specialty. Students explore careers and refine their skills in implementing safety and sanitation standards, applying nutritional principles, planning menus, using business and math skills, and selecting and maintaining food service equipment. Students will specialize in the following two areas, Catering/Banquet Food-Preparation Techniques and Quantity Food-Preparation Technique

Hospitality, Tourism, & Recreation I

Prerequisites: Introduction to Hospitality, Tourism, and Recreation; teacher approval

Grade Levels: 10-11

Credits: 2 CTE Credits

Students begin preparation for employment in hospitality industries by focusing on principles of operations in food services, recreation, hospitality planning, and business relations. Special attention is paid to the development of culinary skills (food sanitation, food preparation, and serving), customer service skills, and career options in the hospitality & tourism industry.

Hospitality, Tourism, & Recreation II

Prerequisites: Hospitality, Tourism, and Recreation I; teacher approval

Grade Levels: 11-12

Credits: 2 CTE Credits

Students continue preparation for employment in hospitality industries by focusing on principles of operations in travel and tourism, lodging, food services, hospitality planning, and business relations. Special attention is paid to the development of skills used in the lodging industry (rooms, sales and marketing, front office, and housekeeping divisions) and customer-service skills.

HEALTH AND MEDICAL SCIENCES

The health care industry is booming. Tremendous shortages in many specialized health occupations continue to exist. Students with well-developed health care competencies will find a wealth of employment opportunities. A variety of post-secondary educational options are also available for program completers who desire further training.

Introduction to Health and Medical Science

Prerequisites: None

Grade Levels: 9-10

Credits: 1 CTE Credit

This course is designed as an exploratory unit for students who express an interest in health occupations. It offers exposure to different types of health care systems and health careers. Basic first aid and other health-related skills are introduced during the semester. Guest speakers and field trips are utilized during the course of study.

Nurse Aid I Dual Enrollment (HCT 100/110)

Prerequisites: Introduction to Health and Medical Sciences; passing scores on the VPT (or exemption) required for Dual Enrollment

Recommended course prerequisites: Latin I and Geometry

Grade Level: 11

Credits: 2 High School CTE Credits; 3 College Credits per semester if taken as Dual Enrollment

Nurse Aide I emphasizes the study of nursing occupations as related to the health care system. Students study normal growth and development, simple body structure and function, and medical terminology and are introduced to microbes and disease. Students receive training in patient-nursing assistant relationships; taking and recording of vital signs; cardiopulmonary resuscitation; and bathing, feeding, dressing, and transporting of patients in hospitals and nursing homes. Limited on-the-job instruction in nursing homes and hospitals is part of the course.

Nurse Aid II Dual Enrollment (HCT 101/102)

Prerequisites: Completion of Nurse Aide I with final grade of 80% or higher, passing scores on the VPT (or exemption) required for Dual Enrollment

Grade Level: 12

Credits: 2 High School CTE Credits; 3 College Credits per semester if taken as Dual Enrollment

Nurse Aide II emphasizes advanced skill training in areas such as catheter care, range of motion, bowel and bladder training, care of the dying, selected procedures for maternal and infant care, and admission and discharge procedures. Students learn diseases and body systems as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. On-the-job instruction in a licensed nursing home is part of the course. Upon completion of the nurse aide program, the student is eligible to take the nurse aide certification exam that leads to employment as a certified nurse aide in hospitals and nursing homes.

DRAFTING AND DESIGN TECHNOLOGY

The Drafting and Design Technology program provides students with the technical skills and knowledge for a wide variety of engineering and architecture careers. Students utilize and apply their core education skills in math and science to problem solve, design, and create technology using CAD (computer aided drawing), tools, and a 3D printer. Students who complete the Technical Drawing and Design course then take either Engineering Drawing or Architectural Drawing and can receive a Career and Technical Education program completer certificate. Students who continue with the third year of the program and take the Advanced Drawing and Design course will have the opportunity to take the NOCTI Technical Drafting or Architectural Drafting Assessment.

Technical Drawing and Design

Prerequisites: None

Grade Levels: 9-12

Credits: 1 CTE Credit

In this foundation course, students learn the basic language of technical design, while they design, sketch, and make technical drawings illustrations, models, and prototypes of real design problems using industry-standard CAD (computer aided drawing) software's. Experiences include creating engineering and architectural working drawings, inventing, 3-D computer modeling, and career planning. Students also use modeling tools such as a 3D printer to develop prototypes and models from drawings for presentation, testing, and competition.

Architectural Drawing and Design

Prerequisites: Technical Drawing and Design; teacher approval

Grade Levels: 9-12

Credits: 1 CTE Credit

Students learn the principles of architecture and increase their understanding of working drawings and construction techniques learned in the prerequisite course. Experiences include residential building designs, renderings, model making, structural details, building codes, and community planning. Students use CAD (computer aided drawing) software's and established standards and codes to prepare models for presentation and maintain a portfolio starting with their Technical Drawing and Design portfolio. The course provides information helpful for the homeowner and is especially beneficial to the future architect, interior designer, or home builder.

Engineering Drawing and Design

Prerequisites: Technical Drawing and Design; teacher approval

Grade Levels: 10-12

Credits: 1 CTE Credit

Students learn the principles of design and engineering and increase their understanding of the design process as it relates to production and engineering fields. Students will be required to use problem solving skills with a focus on individual initiative and team problem solving. Students develop a fully dimensioned production set of drawings using CAD (computer aided drawing), materials cost estimates, and purchase orders. Students will learn material types and characteristics as well as manufacturing process to better understand what is needed to produce a prototype. Students will continue to develop a Technical Drawing and Design portfolio.

Advanced Drawing and Design

Prerequisites: Either Engineering or Architectural Drawing and Design, teacher recommendation

Grade Level: 10-12

Credits: 1 CTE Credit

In Advanced Drawing and Design students use a graphic language for product design and technical illustration, increase their understanding of drawing techniques learned in the prerequisite courses, research design-related fields, and identify the role of advanced drawing and design in manufacturing and construction industry processes. Students apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models using CAD, construct physical models, and create multimedia presentations of finished designs. In this capstone course, students will complete a thesis project and a work portfolio based on a chosen real-world job.

ELECTRONICS AND ROBOTICS TECHNOLOGY

The Electronics & Robotics Technology programs prepare students for entry into a broad range of electrical engineering and robotics engineering careers. Also, students will be well prepared for continued education at universities, community colleges, and technical schools. During the Electronics & Robotics Technology courses, students will build and understand many exciting systems such as audio amplifiers, autonomous vehicles and robotic controls. Students will also be introduced to several computer programming languages. All of the electronics and robotics classes emphasize analytical problem-solving, hands-on experimentation, projects, teamwork, creative thinking, data collection/recording and oral and written communication skills.

Electronics & Robotics Technology I

Prerequisites: Algebra I or Technical Drawing and Design or Building Apps

Grade Levels: 9-10

Credits: 1 CTE Credit

The first year of Electronics & Robotics Technology provides students with an understanding of electronic components, schematic symbols, circuit building, soldering, direct current (DC) circuits, alternating current (AC) circuits, semiconductors and motor control circuits for robotics. Students are introduced to electronic components such as resistors, capacitors, inductors, relays, diodes, transistors, integrated circuits (IC) and DC motors. Students conduct electronic experiments combining theory with practical applications. During laboratory exercises students construct electronic circuits such as power supplies, audio amplifiers, and DC motor control circuits.

Electronics & Robotics Technology II

Prerequisites: Electronics & Robotics Technology I

Grade Levels: 10-11

Credits: 1 CTE Credit

This course provides an in-depth study of digital electronics and robotic motor control circuits. Advanced topics include digital logic circuits, programmable ICs, microcontroller programming, and the completion of the OSHA-10 safety course. Students must successfully complete the OSHA-10 certification component of this course to continue on in the Electronics and Robotics courses. Students will also learn how to program and interface a microcontroller to control motors for Robotics applications.

Electronics & Robotics Technology III

Prerequisites: Electronics & Robotics Technology II

Grade Levels: 11-12

Credits: 1 CTE Credit

This course provides a focus and emphasis on Electronics Technology. This course is recommended for students pursuing Electrical Engineering in college. During this course, students will study advanced semiconductor circuits, optical semiconductors, wireless communication & radio theory, electronics CAD (Computer Aided Design), printed circuit board design, circuit board etching and audio amplifiers. During the second semester, students will study audio amplifiers and finish the year constructing an audio power amplifier. The Electronics Technology III course also prepares the students to take a portion of the industry recognized Certified Electronics Technician (CET) exam.

Robotics Technology III

Prerequisites: Electronics and Robotics Technology III

Grade Level: 12

Credits: 1 CTE Credit

This course provides a focus and emphasis on Robotics Technology. Students will complete an in depth study of DC motor control circuits, computer programming languages for robotics control, microcontroller programming, advanced electronic circuits, remote control circuits, Computer Numeric Control (CNC) Machines, 3-D printers and Autonomous Drones. The course also introduces students to basic metal fabrication techniques, mechanical design concepts and 3-D printing to construct a functioning robot platform. The course requires students to work independently or on a team to design and build an autonomous or remote controlled robotic vehicle.

TRADE AND INDUSTRIAL PROGRAMS

Progression to higher level classes in the trades programs is a competitive process. There are a limited number of seats available in these programs. Students are advanced with instructor approval based upon attendance, academic performance, shop behavior, and work ethic. Progression to sequential classes cannot be guaranteed.

Heating, Ventilation, & Air Conditioning

The HVAC (Heating, Ventilation, and Air Conditioning) field provides many high demand, high wage career opportunities. Our advanced program includes dual enrollment opportunities so that students can partially complete a college-level HVAC certificate while attending high school. ***To ensure shop safety, students with more than 10 unexcused absences in the prior school year may be excluded from trade and industrial programs.***

Introduction to Construction

Prerequisites: None

Grade Levels: 9-10

Credits: 1 Semester CTE Credit

This course introduces students to general construction principles including safety, proper use of hand and power tools, measurement and conversion, and other construction concepts. Students explore the construction industry by focusing on electrical, framing, HVAC, and other applications in residential building construction. Successful completion of this course is required in order to advance to either Carpentry I or HVAC I. Students must complete SP2 safety training within the first 3 weeks of the semester in order to remain enrolled in the course.

HVAC I Dual Enrollment (AIR 121/122)

Prerequisite: Energy and Power; instructor approval; attendance from the previous year must not exceed 10 unexcused days; passing scores on the DSLCC placement tests (or exemption) if taken for Dual Enrollment

Grade Levels: 10-11

Credits: 1 CTE Credit; 8 College Credits if taken for Dual Enrollment

This program prepares students to install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. Students work with piping and tubing, study heat and electricity, install duct systems, and comply with EPA regulations. Students will troubleshoot mechanical and electrical failures and identify the difference between the two. Students will also have the opportunity to become OSHA 10 certified.

HVAC II (AIR 134/154)

Prerequisites: HVAC I; instructor approval; attendance from the previous year must not exceed 10 unexcused days; passing scores on the DSLCC placement tests (or exemption) if taken for Dual Enrollment

Grade Levels: 11-12

Credits: 1 CTE Credits; 7 College Credits if taken for Dual Enrollment

This program prepares students to install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. Options for certification testing will be available by taking the CFC test certified by the EPA. All students will complete SP2 safety training online. Completion of this sequence may prepare students for employment in a variety of HVAC occupations. Students will also have the opportunity to become OSHA 10 certified

Building Trades

A variety of employment opportunities are available to individuals who complete this program. Instruction includes methods and techniques in building construction. Students with allergies (dust, paint, etc.) should consult a physician prior to enrollment in this program. ***To ensure shop safety, students with more than 10 unexcused absences in the prior school year may be excluded from trade and industrial programs.***

Introduction to Construction

Prerequisites: None

Grade Levels: 9-10

Credits: 1 Semester CTE Credit

This course introduces students to general construction principles including safety, proper use of hand and power tools, measurement and conversion, and other construction concepts. Students explore the construction industry by focusing on electrical, framing, HVAC, and other applications in residential building construction. Successful completion of this course is required in order to advance to either Carpentry I or HVAC I. Students must complete SP2 safety training within the first 3 weeks of the semester in order to remain enrolled in the course.

Carpentry I and Building Trades I

Prerequisites: Introduction to Construction; attendance from the previous year must not exceed 10 unexcused days.

Grade Level: 10-11

Credits: 2 CTE Credits

Carpentry I is the building block for achieving high-level construction industry skills that can result in an exciting and lucrative career. With an emphasis on safety, students are taught to use hand and power tools, cut stock, apply construction mathematics, and interpret blueprints. Students will become proficient in identifying types of residential construction components to form foundations and frame walls, floors, ceilings, roofs, doors, and windows. Carpentry I is presented in a two-hour instruction block. All students will obtain the required OSHA 10 safety card.

Carpentry II

Prerequisite: Building Trades I and Carpentry I; attendance from the previous year must not exceed 10 unexcused days.

Grade Level: 11-12

Credits: 2 CTE Credits

Development of entry-level skills continues with the construction of storage sheds and small, single-family dwellings that include the need for plumbing, finish carpentry, and electrical wiring skills. This course leads to successful transition into postsecondary education for careers in carpentry and related fields such as construction management, architecture, and others. Students will become proficient in assembling and installing various types of residential components including rigging, foundations, floors, walls, ceilings, roofs, trusses, stairs, doors, windows, decks, and porches. Students will learn job estimating procedures.

Carpentry III: Cooperative Education

Prerequisite: Carpentry II or Building Trades II; teacher approval; attendance from the previous year must not exceed 10 unexcused days.

Grade Level: 12

Credits: 2 CTE Credits

Carpentry III is an advanced course that allows students to gain in-depth knowledge and hands-on experience in construction industry skills using work-based learning methods of instruction, providing students with practical, on-the-job experience in addition to what he or she has already mastered in Carpentry I and II. Co-op gives students the opportunity to learn through supervised work experience. Formal and informal evaluations of student progress, including feedback from employers, are completed. Limited seats are available for this course.

Auto Body Technology

Auto Body repair and refinishing gives students the opportunity to restore and refurbish damaged vehicles. Using modern equipment and techniques, students return vehicles to original condition. Technical work and hands-on shop experience provide the knowledge and skills needed to enter the collision repair field, a technical school, or a college/university for further training. ***To ensure shop safety, students with more than 10 unexcused absences in the prior school year may be excluded from trade and industrial programs.***

Introduction to Auto

Prerequisites: None

Grade Levels: 9-10

Credits: 1 Semester CTE Credit

Through classroom instruction and shop experience, students gain knowledge and skills needed for a career in the automotive industry including collision repair (auto body) and auto mechanics (auto tech). This course emphasizes the assembly and disassembly of different automobiles and engines, use of basic hand tools and power tools, and basic engine repair and engine care. Successful completion of this course is required in order to advance to either Auto Body Repair I or Automotive Technology I. Students must complete SP2 safety training within the first 3 weeks of the semester in order to remain enrolled in the course.

Auto Body Technology I

Prerequisites: Introduction to Auto Body; teacher approval; attendance from the previous year must not exceed 10 unexcused days; previous completion of SP2 safety training.

Grade Level: 10-11

Credits: 2 CTE Credits

Previously learned skills will be refined through continued classroom instruction and shop experience, students gain knowledge and skills needed for collision repair of the modern automobile. This course emphasizes the organization of assembly and disassembly of different automobiles, using specialized tools and equipment, suspension work, various types of welding, and frame damage diagnosing. Students will be taught using I-CAR and ASE certified materials.

Auto Body Technology II

Prerequisites: Auto Body Repair I; teacher approval; attendance from the previous year must not exceed 10 unexcused days.

Grade Level: 11-12

Credits: 2 CTE Credits

Previous skills are refined through continued instruction and extensive emphasis will be placed on Automotive Refinishing. The process of removing finishes, preparing for a finish, applying finishes, and troubleshooting refinished areas, and mixing of paint with computerized systems to ensure a paint match will be addressed. Also the area of automotive compound and polish application will be instructed. Auto Body Repair II will be using the nationwide professional training sources of I-CAR and ASE certified materials.

Auto Body Technology III: Cooperative Education

Prerequisite: Auto Body Technology II; teacher approval; attendance from the previous year must not exceed 10 unexcused days.

Grade Level: 12

Credits: 2 CTE Credits

Co-op gives students the opportunity to learn through supervised work experience. This two-credit course integrates students' educational activities in auto body repair with on-the-job training. Formal and informal evaluations of student progress, including feedback from employers, are completed. This advanced program continues the development of skills begun in Auto Body Technology II. Limited seats are available for this course.

Automotive Technology

The automobile industry has entered the high-tech age. This program offers the opportunity to develop a basic knowledge of automotive fundamentals and the skills necessary to inspect, diagnose, and repair modern motor vehicles. Through classroom presentations and hands-on lab experience, students are provided entry-level training on shop equipment and automobiles. Some students may become certified for the State Inspections Program offered through this program. ***To ensure shop safety, students with more than 10 unexcused absences in the prior school year may be excluded from trade and industrial programs.***

Introduction to Auto

Prerequisites: None

Grade Levels: 9-10

Credits: 1 Semester CTE Credit

Through classroom instruction and shop experience, students gain knowledge and skills needed for a career in the automotive industry including collision repair (auto body) and auto mechanics (auto tech). This course emphasizes the assembly and disassembly of different automobiles and engines, use of basic hand tools and power tools, and basic engine repair and engine care. Successful completion of this course is required in order to advance to either Auto Body Repair I or Automotive Technology I. Students must complete SP2 safety training within the first 3 weeks of the semester in order to remain enrolled in the course.

Automotive Technology I

Prerequisites: Intro to Auto Technology; teacher approval; attendance from the previous year must not exceed 10 unexcused days.

Grade Level: 10-11

Credits: 1 CTE Credits

This course includes a hands-on program of instruction for learning the theory of internal combustion engines. Students learn tool use and identification, identification of engine parts, functions of lubrication systems, and engine tune-up procedures. Units of instruction also covered are fuels, carburetion, measurement of parts, engine assembly and disassembly techniques, daily service operations, and engine maintenance. Safety precautions and the development of safe work habits are emphasized throughout the program.

Automotive Technology II

Prerequisite: Automotive Technology I; teacher approval; attendance from the previous year must not exceed 10 unexcused days.

Grade Level: 11-12

Credits: 2 CTE Credits

This advanced program continues the development of skills begun in Automotive Technology I. More intensive hands-on work is included to develop good work habits and to develop the skills and knowledge required to secure a job in the automotive repair field. Seniors may be eligible to participate in on-the-job training during the second semester of this course.

Automotive Technology III: Cooperative Education

Prerequisite: Automotive Technology II; teacher approval; attendance from the previous year must not exceed 10 unexcused days.

Grade Level: 12

Credits: 2 CTE Credits

Co-op gives students the opportunity to learn through supervised work experience. This two-credit course integrates students' educational activities with on-the-job training. Formal and informal evaluations of student progress, including feedback from employers, are completed. This advanced program continues the development of skills begun in Automotive Technology II. Limited seats are available for this course.

SPECIAL EDUCATION

Pre-Vocational Education

Prerequisites: None

Grade Levels: 9-10

Credits: 1

Students learn work-related skills that will enable them to find and keep a job. During the fourth marking period, students will be given the opportunity for hands on practical application of skills taught in the classroom. This course is a prerequisite for Work Experience.

Work Experience I

Prerequisites: Pre-Vocational Education

Grade Levels: 10-11

Credits: 1

This is a work skills class for students who have completed Pre-Vocational Education but are not yet ready for community-based work experiences. In this course, students utilize daily “hands on” work activities to reinforce the skills they learned in Pre-Vocational Education. The course is designed to improve work skills to better prepare them for possible future participation in Work Experience II. Students will also have an opportunity to improve their work skills through “peer role modeling.” They will work side by side with upperclassmen who have demonstrated good work skills and good character skills.

Work Experience II

Prerequisites: Pre-Vocational Education and teacher recommendation

Grade Levels: 10-11

Credits: 2

This course is a community-based program intended for sophomores and juniors. Students will travel weekly into the community and perform job-related tasks at local businesses and service providers. Students will also participate in other work-related tasks in school. Both settings emphasize important skills such as following directions to complete a specific task, following safety rules, understanding the difference between quality and quantity work, and getting along with coworkers and supervisors.

On-the-Job Training

Prerequisites: Work Experience II

Grade Levels: 12 and post-graduates

Credits: 1

This course assists students with transition from school to work. The classroom component functions like an employment agency assisting students to identify skills and interests, career pathways, and prepare resumes. The Department of Aging and Rehabilitative Services will work closely with students who could benefit from their work-related programs. Community-based work assessments will be available through DARS to students who complete the application for services.

Academic Block – School to Work

Prerequisites: Teacher recommendation

Grade Levels: 10-11, and post-graduates

Credits: 1

This course is designed to help students transition from school to the work environment. In this class, students take interest inventories and career surveys to assess their interests. Students investigate career opportunities; identify skills and training needed for jobs, and look into the average pay. Students create power points on careers of their choice and write a report of their findings. Students work to create budgets, balance checkbooks, and complete applications.

Workplace Readiness Skills

Prerequisites: Teacher recommendation
Grade Levels: 11, 12, and post-graduates
Credits: 1

This course is designed to provide students with hands-on experiences in the school setting. Students will perform basic duties and jobs associated with the service industry. This class works with local restaurants to provide food service experience while developing workplace readiness and interpersonal skills. Students will count money, make simple recipes, and create menus and spreadsheets, while enhancing their interpersonal skills.

Reading I, II, III

Prerequisites: Recommendation of the IEP Team
Grade Levels: 9-12
Credits: 1

Reading is an intervention program available to students who struggle with reading. The class utilizes a research-based reading program focused on multi-sensory approach to decoding and encoding words phonetically through the steps of the program. Students progress through the levels while also developing reading comprehension through identifying and applying various reading strategies.

Academic Resource

Prerequisites: Recommendation of the IEP Team
Grade Levels: 9-12
Credits: 0

Resource classes are available to students in regular education courses, as a pull-out option, and/or as a separate class period for all academic courses as deemed appropriate by the IEP team. Academic resource is a structured classroom setting with clear expectations to provide students with extra support while completing homework, studying for tests/quizzes, and working on projects. Progress of students is closely monitored to help ensure success.

ADDITIONAL CREDIT-BEARING OPPORTUNITIES

Courses Taken at Dabney S. Lancaster Community College (Off-Site)

Prerequisites: None

Grade Levels: 9-12

Credits: varies by course

Through a partnership with Dabney S. Lancaster Community College, RCHS students are able to take college-level courses at a reduced price of \$25 per credit hour. This opportunity is designed to allow students to begin collegiate coursework during their high school career, and/or to pursue courses not currently offered at RCHS. Interested students should speak with their school counselor and principal. Applications are available in the counseling office.

Students must abide by DSLCC policy, dates, and deadlines. Students may need to complete placement testing at Dabney prior to enrollment.

Grades Reporting, Transcripts and Class Rank: Courses taken at DSLCC that are required for RCHS graduation will be denoted on the RCHS transcript upon completion of the course (verified by submission of a DSLCC transcript). These courses will receive a grade (not pass/fail), will be weighted with the Dual Enrollment weight, and will be denoted on the RCHS transcript and included in calculation of GPA and Class Rank. All other courses will not be included on the RCHS transcript, in GPA calculation, or class rank. However, students are encouraged to send their DSLCC transcripts when applying to college.

Off-Site Courses for Credit (through providers other than DSLCC)

Prerequisites: None

Grade Levels: 9-12

Credits: varies by course

Approval: Students wishing to enroll in off-site courses, with the intent of earning high school credit through RCHS, which are not being provided through Rockbridge County Public Schools may do so only with prior approval of the RCHS Principal on a case-by-case basis. Applications for participating in off-site courses will be available through the RCHS Counseling Department.

Students may enroll in a variety of courses, including courses designed to meet Virginia SOL requirements. Students enrolling in courses to meet Virginia SOL requirements must furnish a written statement from the instructor or the course provider indicating how SOL requirements will be met. Students will be expected to take the associated SOL test when available.

Standard units of credit will be awarded for the successful completion of this coursework when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, approved by the school board. Verified credits may be earned when the student has passed the SOL test associated with an off-site course.

Grades Reporting and Transcripts: **Students enrolled in off-site courses being taken for RCHS credit will receive a "PASS" (P) or "FAIL" (F) on their transcripts.** Courses taken off-site will be denoted as such on the transcript. The only exception would be summer school courses taken in Virginia public schools with prior approval. These courses will receive an "A" through "F" grade based on the course results.

Class Rank: Off-site courses will not be included in class rankings since only "PASS" or "FAIL" will be recorded for the grade. Students who have more than four off-site courses recorded on their transcripts will not be ranked within their class. **Note: summer school courses taken in Virginia public schools with prior approval will not count in the off-site total for class ranking.**

College Success Skills Dual Enrollment (SDV 100)

Prerequisites: Counselor recommendation; Passing scores on the VPT (or exemption) required for Dual Enrollment.

Grade Level: 11-12

Credits: 1-3 college credits through Dabney S. Lancaster Community College

This college credit-bearing course is designed to assist students with the transition to colleges and is designed for students pursuing an associate's degree while in high school or that intend to enroll in a Virginia Community College in the fall. The purpose is to motivate/aid the first-year college student toward a path of success. The orientation process is a method to increase student retention and/or matriculation by providing learning tools the student needs to excel in college. The course will focus on assisting the student in self-discovery and developing practical skills to enhance academic success in college. Topics covered in this course include, but are not limited to: time management, critical thinking skills, communication skills, money management, effective study habits, and campus involvement.

Independent Study

Prerequisites: Application and approval by Independent Study Coordinator, Principal, and Counselor

Grade Levels: 11-12

Credits: 0.5 credits per semester will be awarded on a pass/fail basis

Independent Study provides the opportunity for students to study a topic of intense personal interest that is not offered in the RCHS curriculum. **At the end of the school year or two weeks prior to the end of a semester, students must submit a proposal to be considered for independent study for the following semester.** In the proposal, students state objectives, specific problem definition, methods of learning, end product, and criteria for evaluation. Included in the proposal is a commitment from an advising mentor, with a plan for meeting with the student for advising and consultation during the independent study semester. The course is pass/fail, and upon successful completion, ½ credit per semester is awarded. A final presentation at the end of the semester is required. Students may submit a proposal for further study for the second semester.

Virtual Virginia

Prerequisites: Teacher/Counselor/Principal approval; other prerequisites vary by course

Grade Levels: 9-12

Credits: Varies by course

As a program of the Virginia Department of Education, Virtual Virginia offers online Advanced Placement (AP®), world language, core academic, and elective courses to students across the Commonwealth and nation. Virtual Virginia is committed to providing high-quality, rigorous course content with the flexibility to meet schools' and students' varied schedules. This program strives to provide instruction that meets the individual needs of students. Students have computer access in a supervised classroom for one class period per day in order to complete coursework.

Students taking an online course need to have the following traits for success:

- Self-motivated to keep up with course work with minimal supervision and meet deadlines.
- Able to communicate through writing
- Willing to ask for assistance when needed
- Comfortable with computer usage including keyboarding skills, knowledge of email, and using a web browser
- Able to think ideas through before responding
- Believe that high quality learning can take place without going to a traditional class

There are nearly twenty courses offered through Virtual Virginia that are not available in a traditional classroom at Rockbridge County High School. Students who are interested in pursuing this opportunity should ask their counselor for more information. **Students must register for Virtual Virginia courses by the last day of school of the preceding year.** Students shall be held responsible for any fees accrued by dropping a Virtual Virginia course after Virtual Virginia's add/drop period.

Library Media Assistantship

Prerequisites: Seniors in good academic standing who demonstrate maturity and independence and can perform their tasks with limited supervision. An application and two letters of recommendation are due to the library by MARCH 1st. Only two students per period will be accepted.

Grade Level: 12

Credits: 0.5 credits per semester will be awarded on a pass/fail basis

Library media assistants will assist students and faculty in the circulation of library materials, use of the library catalog, and use of online resources (as needed). They will perform a variety of clerical and computer-related tasks; prepare the circulation desk for services; shelve, straighten, and shelf read the library's collection; pull library materials which need to be mended, discarded, and/or replaced; sort returned materials by call numbers; answer borrower's questions concerning the library's circulation rules; maintain professional behavior in a manner appropriate to a public setting; maintain good attendance, punctuality, flexibility, and time managements; develop work related goals and objectives, develop job-related abilities, skills, and knowledge; and perform other duties as assigned by the School Library Media Specialists.

Online Credit Recovery

Prerequisite: counselor and administrator approval; failure of course(s) needed for graduation

Grade Level: 9-12 as needed

Credits: dependent upon number of courses taken

Students who fall behind need innovative, individualized approaches to get back on the path to graduation. These rigorous online courses are designed to maximize the potential of at-risk learners, particularly those in need of credit recovery. Students must be motivated and self-directed in order to be successful in this challenging learning environment. Core academic courses and a limited number of electives are available to students who are afforded this option. Students who are interested in pursuing this opportunity are encouraged to speak with their school counselor for more information.

NON CREDIT-BEARING OPPORTUNITIES

Early Release / Late Arrival

Prerequisites: Approval by counselor and/or administrators

*Grade Levels: **SENIORS ONLY***

Credits: 0

To be eligible for early release, seniors must have met all SOL requirements (passed all state assessments required by the VDOE and diploma type). Remediation classes will be provided during the instructional day for any senior who needs to retake an SOL assessment.

Teachers Aide (TA)

Prerequisites: Students must be in good academic standing and receive approval from the teacher and counselor

Grade Levels: 11-12

Credits: 0

Directed Study (Study Hall)

Prerequisites: Approval by counselor

Grade Levels: 9-12

Credits: 0

COLLEGE AND CAREER PLANNING

The RCHS School Counseling Office can assist students and families with College and Career Planning. The Department's website (www.RCHScounseling.weebly.com) has many helpful resources. All students and families are also encouraged to subscribe to the department's weekly email newsletter, which contains information about scholarship opportunities, enrichment opportunities, standardized testing dates, college visit dates, and much more. A sign up link is available on the website.

PREPARATION FOR COLLEGE

All colleges have different entrance requirements. Before you select high school courses, check the requirements of several colleges that interest you. If you are undecided about a college, use the following guidelines in making high school course selections.

- Take four years of math and science. Most four-year colleges require at least Algebra II for admission.
- Take at least three years of a foreign language. Many colleges do not list a foreign language requirement, but indicate that three or four years are high desirable.
- Colleges prefer that students take the most challenging courses possible, pursue a full academic program for four years, and demonstrate service to community. Course selections should be a reflection of your career pathway.
- Students should take the Preliminary Scholastic Aptitude Test (PSAT) in the 10th and/or 11th grade. If a four-year college is a part of your career pathway, then you should take the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT). It is strongly recommended that college-bound students take their first SAT or ACT test in the spring of their junior year, as this allows you to re-take the test(s) in the summer or early in your senior year. Fee Waivers are available for eligible students. Please see your school counselor. If you are eligible for any testing accommodations at RCHS (with a 504 or IEP), **you are NOT automatically given accommodations for the ACT or SAT. You must ask your school counselor to assist you in applying for these accommodations.** Requesting accommodations can take up to a few months to receive approval, so families are advised to begin this process early.
- Always seek the advice of your parents, teachers, and school counselor.

APPLYING TO COLLEGE

School Counselors are able to assist families with the college application process. The RCHS Counseling Department hosts annual workshops for both parents/guardians and students to discuss the application process and financial aid opportunities. Students are strongly encouraged to meet with their school counselor regularly during senior year to discuss their applications.

At the beginning of the school year, seniors will be provided with paperwork to inform their school counselors of where they intend to apply to college, a "brag sheet" to provide their counseling with information about them for a letter of recommendation, and a guide for how to send their high school transcript. It is the student's responsibility to complete this paperwork by deadlines established by the RCHS Counseling Office in order to guarantee that application materials be sent from RCHS to each college by the student's intended deadlines.

Fee Waivers are available for the PSAT, SAT, SAT Subject Tests, the ACT, and College Applications for eligible students. Please see your school counselor to inquire if you are eligible for a fee waiver. Eligible students are responsible for asking their counselor for a fee waiver before signing up for the respective test or submitting their college applications.

PREPARATION FOR EMPLOYMENT

There are many opportunities for students to prepare for entry into a career. Through the Career & Technical Education (CTE) department, students can earn industry certifications that enable them to be employable in several career fields immediately upon graduation. Use the following guidelines in choosing courses to prepare for employment.

- Take CTE introductory courses in the ninth and tenth grades to discover which program is most interesting to you.
- Choose a CTE pathway that interests you and ask your teacher or counselor the order in which you should take the courses in order to gain the necessary skills to work in that occupational area. You will need to be enrolled in courses for at least two years to complete the CTE programs.
- Plan your program to include the courses necessary to gain occupational skills and certifications. Also, include other courses that may be related to your chosen career pathway.

CAREER PATHWAYS

The courses that students take in high school can have an effect on their career choices. This guide to high school courses has been prepared so that students will have a firm idea of what the courses offer, what careers they may lead to, and the possible effects on their future plans. As students select courses, they are urged to explore all of their academic options. The RCHS Program Pathway Reference Guide will assist in the development of an Academic and Career Plan. This guide is located at the end of this book.

RCHS CAREER PATHWAYS REFERENCE GUIDE

Social Science & Language Arts Programs				
<i>Potential College Majors</i>	Advertising, Journalism, Special Education, Early Childhood Education, Public Relations, Real Estate, Languages, Library Science, Human Resources, Social Work			
<i>Sample Occupations</i>	Journalist, Teacher, Historian, Curator, Librarian, Realtor, Legislator			
Subjects	9th	10th	11th	12th
English	- English 9 - English 9 Honors	- English 10 - English 10 Honors - Journalism I - Creative Writing	- English 11 - English 11 AP - Journalism I, II - Creative Writing	- English 12 - English 12 AP/DE - Journalism I, II, III - Creative Writing
Social Studies	- World History II - World History II Honors	- World Geography Honors - World History AP	- VA/US History - VA/US History AP - Econ. & Personal Finance Honors - World History AP - Sociology	- VA/US Government - VA/US Government AP - Econ. & Personal Finance Honors - World History AP - Sociology
Foreign Language	- French I, II, III - Latin I, II, III - Spanish I, II, III	- French I-IV H - Latin I-IV H - Spanish I-IV H	- French I-V H - Latin I-V AP - Spanish I-V AP	- French I-V H - Latin I-VI AP - Spanish I-V AP

Mathematics & Science Programs				
<i>Potential College Majors</i>	Accounting, Architecture, Nursing, Biology, Chemistry, Engineering, Math Education, Computer Science, Insurance & Risk Management			
<i>Sample Occupations</i>	Accountant, Engineer, Architect, Nurse, Math Teacher, Doctor, Computer Programmer			
Subjects	9th	10th	11th	12th
Mathematics	- Algebra I CP - Geometry - Geometry Honors	- Geometry - Geometry Honors - Algebra II - Algebra II Honors	- Algebra II - Algebra II Honors - Pre-Calculus - Pre-Calc. Honors - Statistics AP	- Pre-Calculus - Pre-Calc. Honors - Intro to Calculus - Calculus AP - Statistics AP
Science	- Earth Science - Earth Science Honors - Biology Honors	- Biology - Biology Honors - Chemistry - Chemistry Honors	- Chemistry - Chemistry Honors - Chemistry II - Biology II Survey - Earth Science II - Human Anatomy & Physiology Honors - Biology AP	- Physics - Physics AP - Biology AP - Chemistry AP - Chemistry II - Biology II Survey - Earth Science II - Human Anatomy & Physiology Honors
Foreign Language	- French I, II, III - Latin I, II, III - Spanish I, II, III	- French I-IV H - Latin I-IV H - Spanish I-IV H	- French I-V H - Latin I-V AP - Spanish I-V AP	- French I-V H - Latin I-VI AP - Spanish I-V AP

Fine Arts Programs			
<i>Potential College Majors</i>	Art, Art History, Music, Art Education, Music Theory, Music Education, Film Arts, Graphic Design, Photography, Interior Design, Dance, Studio Art		
<i>Sample Occupations</i>	Acting, Artist, Dancer, Interior Decorator, Musician, Graphic Designer, Photographer		
9 th	10 th	11 th	12 th
- Art I - Theatre Arts Exploration - Concert Band - Chorus - Jazz Band	- Art I, II - Theatre Arts Exploration - Advanced Theatre Arts - Concert Band - Jazz Band - Chorus - Photojournalism I - Digital Photography	- Art I, II, III - Dec. & Functional Art - Ceramics - Advanced Theatre Arts - Theatrical Production - Concert Band - Jazz Band - Chorus - Photojournalism I, II - Digital Photography	- Art I, II, III, IV - Dec. & Functional Art - Ceramics - Advanced Theatre Arts - Theatrical Production - Concert Band - Jazz Band - Chorus - Photojournalism II, III - Digital Photography

Trade and Industrial Programs				
<i>Potential College Majors</i>	Vocational studies are available in various fields			
<i>Sample Occupations</i>	Auto Body Repair, Auto Mechanic, Carpenter, Construction Manager, Small Business Owner, HVAC Technician			
Program	9 th	10 th	11 th	12 th
Auto Body Technology	Introduction to Auto	Auto Body Tech I	Auto Body Tech II	Auto Body Tech III
Automotive Technology	Introduction to Auto	Auto Tech I	Auto Tech II	Auto Tech III
Building Trades	Introduction to Construction	Carpentry I Building Trades I	Carpentry II	Carpentry III
Heating, Ventilation & Air Conditioning	Introduction to Construction	HVAC I	HVAC II	Dual Enrollment
Completer Sequence	Students must complete a Level I class and a Level II Class in the same program.			

Electronics & Robotics			
<i>Potential College Majors</i>	Engineering, Industrial Technology, Machine Technology, Mechanical Design and Technology, Technology Education, Electronics, Robotics		
<i>Sample Occupations</i>	Architect, Engineer, Computer Designer, Computer Operator, Draftsman, Instrumentation Operator, Lab Technician, Electronics Technician		
9 th	10 th	11 th	12 th
Electronics & Robotics Technology I	Electronics & Robotics Technology II	Electronics & Robotics Technology III	Robotics Technology Advanced
Completer Sequence	Two years of Electronics Technology & Robotics courses.		

Small Animal Care			
<i>Potential College Majors</i>	Veterinary Tech, Veterinary Science, Zoology		
<i>Sample Occupations</i>	Vet Tech, Veterinarian, Boarding Kennel Owner or Tech		
9 th	10 th	11 th	12 th
Small Animal Care I	Small Animal Care II	Veterinary Science	Equine Science
Completer Sequence	Completion of Small Animal Care I and II.		

Drafting & Design Technology			
<i>Potential College Majors</i>	Architecture, Engineering, Industrial Technology, Landscape Architecture, Machine Technology, Mechanical Design and Technology, Technology Education		
<i>Sample Occupations</i>	Architect, Engineer, Computer Designer, Computer Operator, Draftsman, Instrumentation Operator, Lab Technician		
9th	10th	11th	12th
Technical Drawing and Design	Architectural Drawing and Design	Engineering Drawing and Design	Advanced Drawing and Design
Completer Sequences	Two years of drafting & design technology courses.		

21st Century Agriculture			
<i>Potential College Majors</i>	Landscape/Turf Management, Forestry, Horticulture, Parks & Recreation, Environmental Management, Environmental Science, Sustainable Agriculture		
<i>Sample Occupations</i>	Farmer, Researcher, Scientist, Small Business Owner		
9th	10th	11th	12th
Agriculture I	Agriculture II	Agriculture III	Agriculture IV
Additional agriculture electives available in alternating years: Forestry & Wildlife Ecology, Mechanics & Basic Animal Science, Agricultural Entrepreneurship Co-op, Equine Science			
Completer Sequence	Two years of agriculture courses.		

Business & Information Technology				
<i>Potential College Majors</i>	Accounting, Information Systems Technology, Computer Software, Administration Support Technology, Finance, Business Administration, Information Technology			
<i>Sample Occupations</i>	Clerical Staff, Bookkeeper, General Business, Graphic Designer, Administrative Assistant, Entrepreneur, Accountant			
Program	9th	10th	11th	12th
Information Technology	Computer Applications	Computer Information Systems	Design, Multimedia, & Web Technology Personal Finance & Economics	Cybersecurity
Entrepreneurship	Computer Applications Prin. of Business & Marketing	Design, Multimedia, & Web Technology	Entrepreneurship Personal Finance & Economics	Entrepreneurship Advanced
Advanced Business	Computer Applications Prin. of Business & Marketing	Design, Multimedia, & Web Technology	Accounting Personal Finance & Economics DE	Dual Enrollment or Co-op Education
Completer Sequence	Completion of two years of business & technology courses <i>excluding</i> Personal Finance and Economics.			

Family and Consumer Science	
<i>Potential College Majors</i>	Public Administration, Human Services, Early Childhood Development, Social Sciences
<i>Sample Occupations</i>	Counseling and Mental Health Careers; Public Management, Human Services, Child Care; Health Services
9th, 10th, 11th, or 12th	
Individual Development, Leadership Development, Family Relations, Nutrition & Wellness, Life Planning	
Completer Sequence	Completion of two years of Family & Consumer Sciences courses.

Health and Medical Science			
<i>Potential College Majors</i>	Public Administration, Human Services, Early Childhood Development, Social Sciences, Nursing, Radiography, Physical Therapy Assistant, Respiratory Assistant, Emergency Medical Service, Health Information Technology		
<i>Sample Occupations</i>	Substance Abuse Rehabilitation Counselor, Public Management, Human Services, Child Care, Chef, CPN, LPN, RN, OT, PT, X-Ray Technician, Nutritionist, Doctor		
9th	10th	11th	12th
Intro to Health and Medical Sciences	Intro to Health and Medical Sciences	Nurse Aid I	Nurse Aid II
Completer Sequence	Completion of Intro to Health and Medical Sciences and Nurse Aid I.		

Culinary Arts, Hospitality, Tourism, & Recreation				
<i>Potential College Majors</i>	Culinary Arts, Hospitality & Tourism, Recreation, Business, Marketing			
<i>Sample Occupations</i>	Chef, Hotel Manager, Theme Park Manager, Resort Manager, Small Business Owner, Outdoor Guide			
Program	9th	10th	11th	12th
Culinary Arts	Introduction to Culinary Arts	Introduction to Culinary Arts	Culinary Arts I	Culinary Arts II
Hospitality & Tourism	Introduction to Hospitality & Tourism	Hospitality & Tourism I	Hospitality & Tourism II	
Completer Sequence	Completion of two years of courses.			



ROCKBRIDGE COUNTY HIGH SCHOOL

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